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FIELD TRAINING

MAYOR C. K. BROOKE





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FIELD TRAINING

A SYSTEM
OF
FIELD TRAINING

BY
MAJOR C. K. BROOKE

THE EAST YORKSHIRE REGIMENT

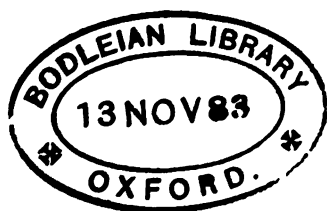
*In Peace time the lessons of war are learnt
in War they are practised*

LONDON
KEGAN PAUL, TRENCH, & CO., 1 PATERNOSTER SQUARE
1883

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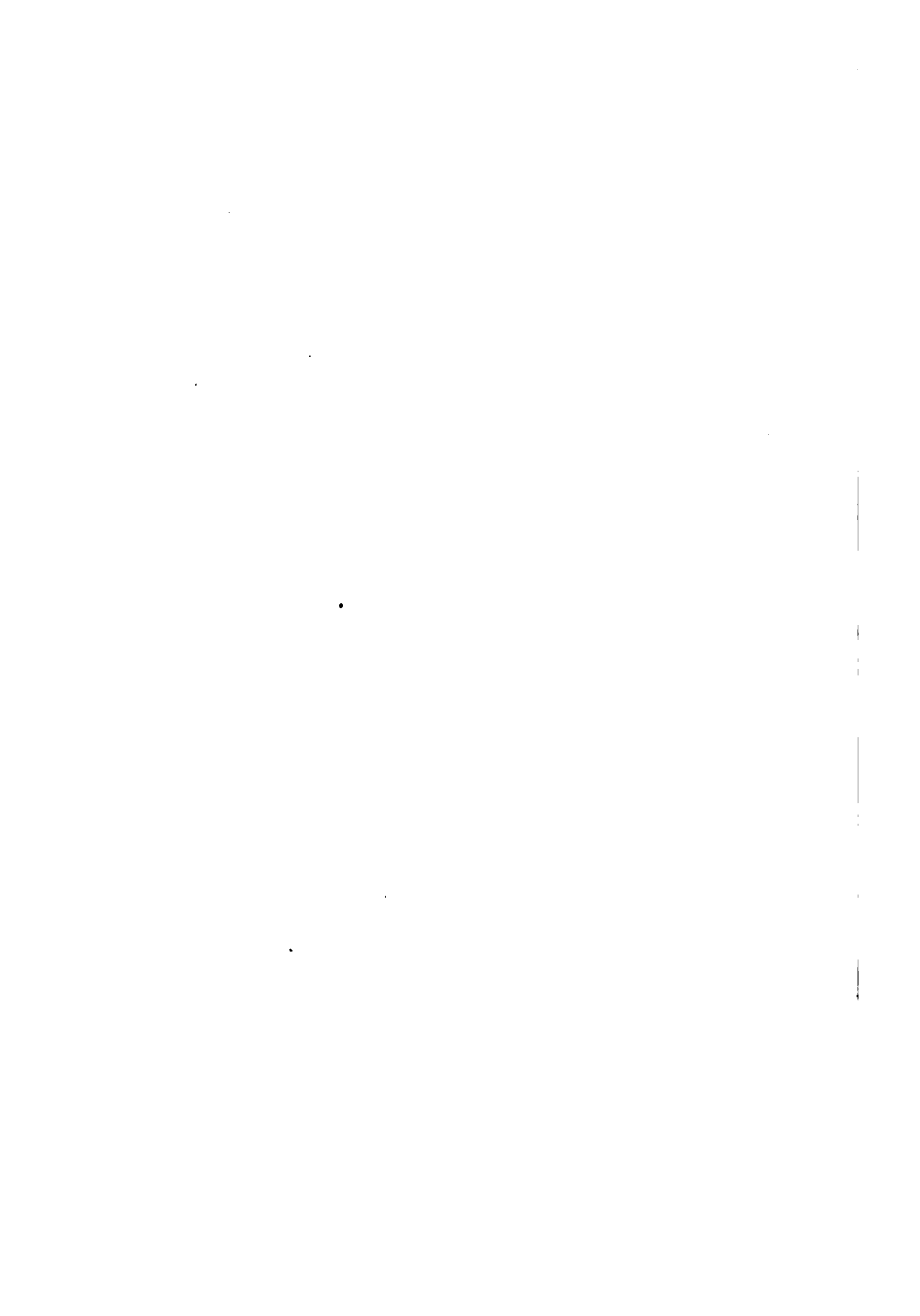
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PREFACE.

SINCE the following pages were written, orders have been issued dealing with the musketry training of the Army, and instituting a six weeks' course of instruction for each company of infantry.

These orders are a step forward towards the better training of our soldiers ; yet the author submits his paper almost unaltered, believing that, unless the conditions of our service be materially changed, the field training of our Army must eventually proceed on the lines he has sketched out.

BEVERLEY : *June* 20, 1883.



CONTENTS.

PART	PAGE
I. An Introduction	1
II. The Field Training of the Infantry Soldier	5
III. The System of Inspection	18
IV. The Field Training of Infantry Non-commissioned Officers	22
V. The Field Training of Infantry Officers	27
VI. The Subaltern	29
VII. The Captain	39
VIII. The Field Officers	42
IX. The Subtraction of Non-commissioned Officers and Men for Garrison and Regimental Duties	43
X. A Summary of the Proposed System of Field Train- ing in an Infantry Battalion, and of its probable effect on Recruiting and Discipline	46
XI. Introduction to the Field Training of the other Arms	52
XII. Cavalry Field Training	52
XIII. The Cavalry Soldier	53
XIV. The Cavalry Non-commissioned Officer	56
XV. The Subaltern	57
XVI. The Squadron Commanders and the Field Officers	58
XVII. Summary of Cavalry Field Training	62
XVIII. The Field Training of the Artillery and Engineers	63
XIX. The Artillery	64
XX. The Engineers	65

PART	PAGE
XXI. Departmental Field Training : The Commissariat and Transport	66
XXII. The Soldier and Non-commissioned Officer	67
XXIII. The Officers	68
XXIV. Summary of Commissariat and Transport Field Training	71
XXV. The Ordnance Store Department	72
XXVI. The Medical Department	73
XXVII. The Field Training of Staff Officers	75
XXVIII. Manœuvres	84
XXIX. Suggestions for carrying out the required Field Training	88
XXX. Conclusion	90

APPENDICES.

A. The ' Primary ' Field Training of an Infantry Soldier	91
B. The ' Further ' Field Training of an Infantry Soldier	92
C. Register of Attendances at Instruction	93
D. Course of Instruction at a Non-commissioned Officer's Training School	94
E. Table showing a list of employment which subtracts Non-commissioned Officers and Men from their Military Duties in an Infantry Battalion	95
F. The Field Training of a Cavalry Soldier	96
G. List of Works consulted	97

FIELD TRAINING.

I.

AN INTRODUCTION.

6 THE fact of training presupposes an object which it is desirable to gain, and which cannot be attained without due preparation. Applying this to the soldier, what does he desire to gain? The answer unhesitatingly comes—Battles: for on the field of battle alone is finally tested the efficiency of the military machine: it is the crucial test of the relative value of armies, and therefore to success in battle all things must be made contributory; hence the fundamental basis of a soldier's training must rest on the principle that the instruction given to him will bear good fruit on the field of battle. Accepting this principle, the necessary deduction follows that the relative value of the different parts of a soldier's training should be gauged by their relative effect on the soldier's bearing in action.

The object
of field
training.

Its basis.

Having thus enunciated the principle which must

govern all systems of field training, it will be necessary to lay down some lines within which this vast subject may practicably be discussed. To draw up a system of training *de novo* might not be difficult ; but to suggest one taking into account the present organisation and administration of the Army, and necessitating but little alteration in either, requires a most careful study.

A radical change a mistake.

An Army being a conglomeration of human units, nominally animated and united by a common objective, but really obtaining its cohesion from habits derived from ancient customs and from years passed under similar conditions, any radical change in its system of instruction is a mistake, as it strikes a blow at the vital principle of continuity. But to develop the ideas which lie latent in existing regulations, to revivify them, to draw forth new deductions, and to add only that which recent wars have proved to be essential, is a task which, successfully accomplished, would benefit the service at large.

Infantry field training to be most fully dealt with.

As the author belongs to the Infantry, it seems desirable that the subject of its field training should be fully dealt with, while the requirements of the other services should be more briefly alluded to. For it is impossible for any officer not belonging to the Arm in question to lay down in any detail a course of instruction for it. To estimate truly all the wants of any one branch of the service it is necessary to have lived in it for some years, to have worked in it, and, if possible, to have served with it in the field.

Points requiring amendment, and additions which may have become necessary, can be suggested by a careful outside observer; but a comprehensive scheme for its field training can only be worked out by one belonging to it. But still, if a good system of field training can be arrived at for the Infantry, then, by a modification of its details, its general principles can be made applicable to the other combatant branches of the service.

Principles on which it is based, applicable to other arms.

Departmental field training must be separately dealt with, as it presupposes a different objective—viz. the ministering materially to the combatants in such a manner as will enable them best to overcome the common enemy on the field of battle; or, in other words, to give the combatants the means of fighting to the best advantage.

Departmental field training separately dealt with.

The Army, roughly speaking, may be divided into three categories: Officers, Non-Commissioned Officers, and the Rank and File.

As the training of the Rank and File is intimately mixed up with that of their superiors, it will be best to deal with it first; and then, passing on from this fundamental training which all ought to possess, add to it that further training which is required by each member of the military machine as he rises in rank and has his sphere of usefulness enlarged.

Field training of the Infantry Rank and File.

The field service training of the soldier must rest on a firm basis, for, if not, it will, like a building erected on insecure foundations, be scattered to the

What it
should
rest on.

winds by the first blast of war. This safe foundation which will enable it to bear the rude strain of war can only be found in discipline and drill—twin brothers who mutually act and react on each other: the first bringing into subjection the natural impulses which sway human nature; the latter so subordinating the free movements of the body that instantaneous automatic action always follows the reception of an external impulse.

No practical field training can usefully be given to men until their minds and bodies have been trained to the proper degree of subordination by drill. This drill, in order to effect its purpose, must be rigidly carried out: no variance from the laid-down instructions should be permitted; the men must be taught that instantaneous and accurate movement must follow each executive word; the mind must be on the strain to catch the word, while the body is strung to attention to obey, at once, unhesitatingly, and correctly, the impulse given.

Drill thus taught reduces the individuality of the man, and fits him to receive his after field training more as a relaxation than as a further burden.

II.

THE FIELD TRAINING OF THE INFANTRY SOLDIER.

THE soldier having been disciplined and drilled in the manner described, and thus fitted to receive his field training, it becomes necessary to examine, in what this training should consist, by whom and how it should be imparted, and how carried out. Taking the principle before enunciated, that the relative value of the different parts of a soldier's training should be gauged by their relative value on field service, it becomes possible to arrange the subjects of his training in some natural sequence.

Before meeting the enemy the soldier has to march—hence instructions with regard to marches must commence the course; this leads naturally to the steps taken for the security of the march, and to the incidental teaching of 'what to observe, how to observe it,' and how to report the observations made. Next, the accommodation of the soldier on the march, in camps, cantonments, and bivouacs, must be treated on, and his external and internal duties in relation to them; the former being the means taken to obtain security in them both by day and night by outposts, the latter an extension of his barrack duties in peace time. And now it may be imagined that contact

Natural
sequence
of course
of instruc-
tion.

with the enemy has been gained, and in consequence instructions with regard to small field manœuvres, the attack and defence of localities, the passage and utilisation of obstacles, would fitly close the vital portion of the soldier's field training ; while additional instruction in field-firing, sanitation, reconnaissance, field-engineering, would be given according to the opportunity and time at disposal.

Sequence
not obli-
gatory in
teaching
men.

Though a certain sequence in the field training of a soldier is advocated, it is by no means intended that one subject should be concluded before another is commenced : all are so inextricably interwoven together in the field that such teaching would be pernicious. Moreover, as time must be utilised, the mere march to and from barracks offers chances for inculcating and practically teaching many a useful lesson. The dominant idea of an officer on leaving barracks for the selected exercising ground should be : how can I best utilise all the moments passed outside them in teaching my men something that will better fit them for war ?

Who is to
teach the
soldier ?

To draw up a synopsis of a course of instruction in field training based on the indications given above would be entering too much into detail ; therefore, passing on, the important subject of who is to instruct the soldier will be next considered.

Company officers have to lead and supervise their men in war, and therefore are most vitally interested that they should be able when on service promptly and accurately to carry out their various field duties ;

hence on the company officers should be laid the obligation of teaching their men in peace time. The habit of directing their men's movements, gained while instructing them, would undoubtedly give officers increased power to skilfully lead them when on service; besides, the soldier would have developed in him a healthy spirit of thorough dependence on his officer, and he, to use General Skobelow's words, 'would learn how to make the hearts of his soldiers beat in unison with his own.'

There is also another side to the question—viz. that the value of teaching depends very much on the knowledge of the teacher: the fuller and more varied is his knowledge, the more interesting and instructive will be his teaching. James Martineau well says, 'the most cultivated minds are usually the most patient, most clear, and rationally progressive,' 'and above and beyond all the advantages which a higher culture gives in the mere system of communicating knowledge, must be placed that indefinable and mysterious power which a superior mind always puts forth upon an inferior; that living and life-giving action, by which the mental forces are strengthened and developed, and a spirit of intelligence is produced, far transcending in excellence the acquisition of any special ideas.'

Value of teaching depends very much on the knowledge of the teacher.

The officer, in teaching his men, should not be hampered by a minute series of instructions as to how the instruction is to be imparted: he should be left unfettered generally as to the how, while the result

Freedom in teaching to be left to officers.

produced should be tested by an inspection of the men trained.

principles
only to be
laid down.

In all instruction imparted by officers, there should be general principles laid down, and then the fullest liberty should be left to them with regard to details. Each officer's individuality is different, and their method of seeing things is not always alike—hence restrictive minute regulations cramp their initiative, and, what is more serious, weaken their sense of responsibility. This being the spirit in which the instruction should be given to the men, the method of imparting it has to be studied. At the outset, we are

Two systems of instruction—the practical and the theoretical.

met by the two broad systems of instruction, the practical and the theoretical: which is the best? which should come first? and how should one supplement the other? No hesitation is required in answering the first question, practical instruction *on the field* is of the first importance. Supposing the theoretical to precede the practical, a man has then to deal chiefly with abstract ideas. Is he fit to do so? What meaning has the word outpost sentry to him who has never been on the look-out? how can he picture the movements of the point of an advanced guard if he has never been outside the barrack square? Therefore field-training instruction should at once commence with practical teaching on the field; and here we are at once brought face to face with *the* difficulty in our service, the obtaining a suitable site for carrying out field-training instruction. Except at camps, large stations, and those favoured by natural position, there

Where is the ground to be obtained?

is no ground placed at the disposal of Commanding Officers ; but though this is the case, it is not right to say nothing can be done—surely something may be done, even under existing circumstances.

Looking back at the sequence of the instruction sketched out, it will be seen that march instructions should come first. This may be taught in almost all its details by taking small bodies of men out on the roads, and there, one by one, practically showing them what they would have to do if they were marching through *this very* country in war-time. Then when this first lesson has been solidly learnt, and while the men were still on the ground, some imagined feature in a few clear and concise words might be introduced into it, and the soldier asked how he would act under these imagined altered circumstances ; but it must be remembered that no ideal situation, vivid in the questioner's mind, very difficult to be grasped by the questioned, should ever be made use of until all the resources of the ground available have been systematically exhausted. It is the duty of the officer to search for the ground necessary for his teachings : he is to go and seek it, and not to wait to have it pointed out to him : he is responsible for the soldier's teaching, and therefore he must obtain by any means possible the best instruments for his purpose.

March instruction can be given to groups of men on roads near barracks.

There is another advantage gained by commencing the field training of a soldier by teaching him his duties on the march : for in England, as a rule, roads

are more available for instructional purposes than fields and open country ; hence, teaching what should be observed when passing through a country would give a preparatory training as to what should be observed when the soldier becomes fixed as an out-post sentry. An examining party searching a village previously to entering therein, the flankers sent to look at a detached building off the line of march, all lead up to duties connected with outposts.

Instruction with regard to security in camps, cantonments, and bivouacs.

Next in order comes the instruction as to the means to be taken to obtain security in camps, cantonments, and bivouacs, both by day and night. With regard to the first, a site for a proposed camp might be selected in the neighbourhood of the barracks, and marked on a map, and traversed by the men under instruction as far as is practicable—(a large scale sketch of the plan of the regimental camp should be made, and instruction in detail given thereon). Having seen what they had to guard, a scheme of outposts in all directions might be drawn up, and the men systematically taught their duties under the most varied circumstances : it is well first to show what has to be guarded, and then teach how to guard it. If the country is diversified in character, the site to be protected might be changed : it might be a bivouac or cantonments in a village ; at any rate, a change of station would cause a change of country, and the lessons could there be continued under altered conditions.

The night duties in connection with outposts

should only be taught when the day duties have been thoroughly mastered. The duties in camp could be learnt by contrasting them with those performed in barracks, and giving the reasons for the differences; while those in cantonments could be explained in a village, and the method of men arranging for themselves demonstrated in some outhouse or shed; if no grass field was available, the arrangement of a bivouac could be shown in the barrack square.

Instruction as to accommodation.

Thus the first part of a soldier's field training can either partially or wholly be carried out in almost all stations: for even in those most unfavourably situated something can be done. A point to be observed in all this primary training is that the party of men under instruction should never as a rule exceed twelve in number. If a larger number be taken out, the attention of all cannot be kept up, and the smallness in size of the party will also frequently enable the officer to obtain permission to enter upon some ground in which no damage could be done.

Men to be taught in groups not exceeding twelve in number.

Once let it be understood in England that the field service training of her troops suffers from want of ground to exercise on, and there can be but little doubt that most unexpected facilities will spring up: let the army be in earnest, and the country will promptly respond. But though all possible care be taken, still some damage must be done, and should be paid for at once. For this purpose a small money grant should annually be made to a commanding officer. Damages will also be lessened if the men

Damages to ground to be paid for out of a small annual grant.

sent out to appear at a given place and time, in order to test the vigilance of the men under instruction, be given definite orders as to their movements; for they are not sent out to perform a small manœuvre, but solely to intensify, and punctuate, as it were, the lesson of the day.

Small
man-
œuvres.

When we come to consider the next step in a soldier's field training, the practice of small manœuvres, the difficulties with regard to ground become almost insuperable; and sooner than let a spirit of falseness and unreality enter into this teaching, it would be best to defer it until suitable ground is attainable, as at camps, large stations, &c.

The attack
and de-
fence of
localities.

The means to teach how to attack or defend localities, and how to surmount or utilise obstacles, can be found partially at most stations—at least something can be found that can be made to give point to the theoretical lesson and rob it of its dull technicality. But here again the diligent seeker will alone find out how much can be utilised at the station: the careless or indifferent teacher will often be tempted to give the matter up in despair, and say there is nothing to be got out of such a place.

Theoreti-
cal teach-
ing to sup-
plement
the prac-
tical.

When a course of instruction as traced above has been carried out, it need be supplemented by but little theoretical teaching: this teaching should rarely descend to the level of mere talking and questioning; but illustrations by means of the black-board and maps should be so interspersed as to always keep the interest of the men alive.

Now, having indicated what a soldier should be taught, who is to teach him, and how the teaching is to be carried out, the distribution of the time to be allotted to this work must be discussed. Two plans at once suggest themselves: one by which all the men of a company are struck off duty in order that they should go through a short course; the other that the training should be carried out through a longer period, groups of men being taken as they are available. In the first plan it is ensured that all are instructed. But may it not be simply to forget their teaching before the next course commences? Have we not seen an example of this in the annual musketry course, which was carried out in about a fortnight, and then completely dropped till the next year? Again, if a whole company be instructed at the same time, there are not sufficient officers to teach the different groups. The second plan has none of the above disadvantages, and falls in better with our system of recruiting, in which recruits join companies in batches. Besides, a company rarely has two officers doing duty with it at the same time; and even if two are present, one only as a rule is available for duty outside the barracks. Hence the continuous system of instruction seems most adapted to our service. Broadly speaking, the practical instruction would be taught from April to October inclusive, and the theoretical in the bad weather, during the winter months. In this theoretical instruction should be included a course of sanitation, or the teaching a soldier

Two plans
for instruction.

Continuous system best adapted for our service.

how he should keep himself and his comrades most effective in the field.

System of instruction progressive in character.

In all that has gone before, the discussion has turned on the 'primary' instruction of the men in their field service duties: it remains to be studied how this instruction should be kept up and practised in the ensuing years; for, manifestly, it would never do year by year to teach the same men the same thing: if so carried out, the instruction would become equally wearisome and monotonous to teachers and to taught. All instruction should be progressive in character, and in this field service training this progression may be either in the development of each branch of the instruction one by one, or in the simultaneous development of all the subjects taught. Assuming that a national emergency arose, all our troops would be required at once for active service; and, since all men of one year's service would be included in the effectives for war, it follows that a course of instruction in all the rudiments of a soldier's duties in the field should be given to him in this first year of his service, and that in his remaining years these rudiments should be expanded. Therefore it may be concluded that the instruction should be generally progressive in all the subjects each year.

Register of attendances to be kept, Appendix C.

Here it may be remarked that from the very commencement of a soldier's field training, and in order to impart method and order into it, a register of attendances of men in each subject should be kept by the senior officer of the company present.

Without in any way entering into controversial matters, it appears fair to assume that no man, except retained for special reasons, will remain in the home battalions on the reduced strength more than one year after he has gone through his six months' recruit's course of drill, musketry, and gymnastics ; while the men belonging to the battalions at home first for foreign service, and to those abroad, will remain until the expiration of their colour service.

Another point of difference arises from the localities in which these categories of battalions are serving ; those on the reduced establishment being, as a rule, in garrison towns, while the battalions next for foreign service and those abroad are either in camps or at large stations. Hence it may be assumed that the men in the battalions on the reduced strength, and who need only one year's field training before going abroad, are stationed, as a rule, in garrison towns ; and that the men who belong to battalions either abroad or going abroad, and who require the 'further' field training, are stationed in camps and large stations. Therefore, the practical difficulty which exists with regard to the means at disposal for teaching men their field duties is chiefly confined to those battalions whose services, except in a national emergency, are not likely to be required in the field ; while those on whom the brunt of war will first fall are stationed in camps and at large stations. Thus a natural reason exists for dividing a soldier's field training into two periods—viz. one the 'primary,'

Soldier s
training
divided
into two

periods—
the 'pri-
mary' and
the 'fur-
ther.'

lasting one year, in which he must be taught in groups on the lines already laid down ; the other a 'further' training, conducted on the same principles, but chiefly carried out with tactical groups, such as sections, subdivisions, companies, and battalions, and continued progressively throughout the rest of the soldier's service by means of small field manœuvres and exercises.

Appen-
dices A
and B.

In Appendix A a summary of the subjects suggested for the soldier's primary field training is given ; and in Appendix B a proposal for the subjects for his 'further' field training is sketched out.

Field
training
includes
musketry
training.

The field training of the soldier must be taken to include his musketry training ; but to deal satisfactorily with this large subject would take up too much space, and would be of little value at this date, when the matter has been exhaustively considered and the first steps taken to materially change for the better the system of musketry instruction. Suffice it to say that this instruction rests, like all other, on the principle that it should fit the soldier to produce the maximum effect on the battle-field, and that to do this it is necessary to insist that a certain number of rounds should be devoted annually to firing under conditions and at objects which represent as nearly as possible what the soldier would meet with in the field.

In accordance with the general principles before advocated, the system on which the men are trained

should be progressive in character, and carried out in groups or squads during the greater portion of the year—the same men being only taken to the range once a week or so, and not continuously day after day as is now done, with the natural consequence of a rapid forgetfulness of the lessons learnt. No soldier who does not prove himself to be a fairly good shot at short ranges should be allowed to waste ammunition at long ones.

Musketry training to be *progressive* and *continuous*.

The result of this musketry training given to a regiment by its officers should be tested by rigid inspectional firing, account being taken of all unfavourable circumstances which might tend to produce a bad result. This inspection by a General officer should replace the present cumbrous system of competition, which has had the effect of causing all things to tend towards making a good score, and not towards preparing a soldier for field service—in a word, the 'score' and not 'war' has been the objective, with the natural result that our men can hit a target on the range, but miss their enemies in the field. The above suggestions involve increased facilities for firing at ranges up to 400 yards, and this must be granted by the country if it really wishes its soldiers to fire well in the field.

Ranges up to 400 yards required near each barrack.

III.

THE SYSTEM OF INSPECTION.

Necessity
to fix re-
sponsi-
bility.

HAVING sketched out a plan for the field training of the rank and file, it remains to be examined how the success or otherwise of this training should be tested : how the efforts of the individuals engaged in it may be gauged, and therefore how praise and blame may be justly distributed. To do all this it is necessary *to fix responsibility* ; here at once the intermittent character of our recruiting, due to its voluntary nature, and the dislocations of our troops, caused by foreign service necessities, come to the front, and oblige us to look more closely into the movements of the individual soldier, so that the process of his instruction may be clearly seen.

As a rule it may be assumed that now, at the end of his recruit's training, he is at the headquarters of a home battalion, and that he is there passed to the company as a duty soldier. This then constitutes the termination of the first stage of a soldier's training, and the responsibility for its completeness rests in our service entirely on the adjutant at the Regimental Dépôt. Therefore, in order to test whether he has performed his duties satisfactorily, it must be laid down distinctly what those duties are, how much he has to teach the soldier, and what is the standard this latter should reach.

Given these data, it follows that a rigid inspection of these recruits must be made by the commanding officer of the battalion, assisted by the officers commanding the companies to which the men are to belong, and on whom in the future the responsibility for their efficiency or otherwise will rest.

Examination of recruits on joining company.

The result of this conjoined inspection will determine if the recruit is fit to pass as a duty soldier into his captain's hands. Here then commences the company commander's responsibility with regard to the field training of the soldier. The question as to whether he should now assume also the responsibility for the drill of his men will not be entered upon, and therefore all reference to this most important question is omitted.

The soldier now commences his course of company field training, and the result of it requires to be tested. As recruits now yearly join their companies in different months, it is impossible to fix any definite period in the year when their inspection by the commanding officer shall take place; but a period in duration might be laid down, such as six months, at the end of which the inspection should take place, and the soldier be required to have attained a certain well-defined standard.

Inspection at end of six months' training.

This standard should not lay down in any way how the instruction should be imparted, but merely that the soldier should be required to know certain things; for example, the duties of an out-post sentry—the vigilance to be exercised when on

Standard to be attained to be laid down.

advance guard duties, or the way to make himself comfortable in cantonments, &c. Being thus given a certain time in which a defined result was to be obtained, the company officers would most assuredly work hard to attain it, for if their men were not up to the required standard, the officers would know that they would justly incur a reproof from their commanding officer, and that a second exhibition of inefficiency would seriously imperil their military career.

Second
inspection
at end of
course.

Company
register of
attend-
ances, Ap-
pendix C.

At the termination of the year's instructional course of primary field training, the second inspection would be made. To further fix responsibility, and to prevent company officers from being unjustly blamed for the ignorance of their men, a company register of attendances in the form shown in Appendix C should be kept, and in it would be recorded the number and duration of the attendances of each man—the nature of the instruction that he then received—by whom it was imparted, and, when not present, the reason of his absence. Such a register is absolutely necessary in our service, where men are daily subtracted from their soldier's duties to perform others that should be carried out by men from the Reserve, or not borne on the effective strength of the battalion—for the men referred to, non-trained and non-drilled, are placed in the ranks whenever superior authority inspects or reviews troops; and in consequence the unfortunate company officer is often blamed for the ignorance or unskilfulness of men who, except occasionally, he has never either seen or trained.

This register would further define the responsibility of the company officer by showing whether he was responsible for the training of the particular men with whom he was inspected—so many officers are necessarily absent from their battalions, either going through educational courses, or attending musketry, signalling, or engineering classes, or on leave, that it often happens that the subaltern officer on parade with a company has only been with it for a month or so, and therefore may in no way be responsible for the inefficiency of some soldier who has been found fault with. If officers are to train their men as here suggested, they must in all ways be protected from blame for the ignorance of those men who, being rolling stones, never gain instruction from being stationary in the hands of their officers. No elaborate scheme of instruction for the training of our soldiers will ever be either fair or practical unless the regimental difficulties attendant on the system and nature of our service be thoroughly realised and taken into account.

In order to minimise the evil of employing soldiers on non-combatant duties, it would be advisable to establish the rule that no soldier should be employed on any permanent duty, either regimental or garrison, until he had completed his 'primary' field training.

No soldier to be employed until he has completed his 'primary' course.

After the 'primary' portion of the soldier's field training is completed, the testing by inspection the results of the 'further' training might take place

The inspection of the 'further' training.

annually, at such a time of the year as would allow the largest amount of previous practice to have been carried out ; this would be during September. In these inspections the company would be the unit inspected—whereas in the bi-annual inspections groups only would be looked at.

Though in the above explanation of the system of inspection advocated, the infantry has alone been named, yet it has been merely used as an illustration of the principles which are held to be equally applicable to all the arms ; and therefore, whatever field instruction is hereafter suggested for any one of them, it must be borne in mind that the work done should be tested by similarly conducted inspections. Responsibility must be fixed—but the fixing of it must be left to the arm concerned, as those belonging to it are alone able to deal with it in a satisfactory manner.

IV.

THE FIELD TRAINING OF INFANTRY NON-COMMISSIONED OFFICERS.

As no skilful leading of companies in war can take place unless the company officers have been highly trained in peace time, so no sections or groups of men can in the field be directed aright unless the

non-commissioned officers commanding them have learnt their duties beforehand during peace.

Therefore as leaders of men in the field they require, like an officer, a special training to fit them for their duties.

Special training required for non-commissioned officers.

Two plans suggest themselves: a regimental school for non-commissioned officers, or special schools through which all non-commissioned officers would have to pass before being promoted, or confirmed in their appointment of sergeant.

The regimental school has a plausible appearance: it seems so easy to direct non-commissioned officers to attend it, to appoint an officer to conduct it, and then leave the whole training in the hands of the commanding officer. But when examined more closely these apparent advantages disappear.

Argument against the regimental school.

Non-commissioned officers could not be subtracted from all their regimental duties to attend it without producing an idea that the school was a haven of rest instead of a place to work at, and in consequence leading to friction. If the non-commissioned officers under instruction attended a short time each day and performed their ordinary duties during the rest of it, there would be no thoroughness in the work carried out, as the attention could not and would not be sufficiently fixed. There is no doubt that a limited amount of information could be given in regimental schools; but the necessary amount of field training cannot there be imparted in a satisfactory manner. The difficulty sometimes of

finding continuously a suitable officer to take charge of the instruction would also tend to militate against its efficiency, and make it uncertain and irregular in its action.

Argument
for training
schools.

Therefore, though much useful instruction might be given in a regimental school, the full amount required can be gained only at a school special for the purpose. And besides, as battalions not stationed at camps or at large stations do not as a rule possess the means of giving the 'further' instruction to soldiers, and as in this 'further' practical instruction lies the great need of non-commissioned officers, it follows that only away from their corps can they obtain the necessary facilities for learning their field duties.

Their site.

The sites for the training schools should be at a camp: one might be at Aldershot, another at the Curragh, while a third could be established at Strensall Common near York.

To be sup-
plemented
by regi-
mental
courses
on special
subjects.

To supplement the action of these schools, battalion instruction where practicable should be given to non-commissioned officers on the lines, and in extension of that laid down for soldiers; while courses of instruction in reconnaissance, signalling, field-engineering, and sanitation might be given by specially selected officers—both officers and non-commissioned officers being struck off all duties during the continuance of the course, the result of it being tested by an examination held by the commanding officer.

Allowing one non-commissioned officer—either lance-corporal, corporal, or sergeant—to be constantly away from each company, troop, or dépôt, it follows that accommodation for about 900 non-commissioned officers would be required in the United Kingdom ; this would give about 300 to each school, a manageable number.

With regard to the course of instruction to be followed, and its duration, it appears desirable that the subjects taught should be confined to minor tactics, exemplified by small manœuvres—outpost practices, marches, advanced and rear guards, convoys, &c. Reconnaissance, and surveying, just sufficient to read a map readily, practically taught on the ground. Field-firing, in order to extend their knowledge of fire tactics and prove the theoretical instruction previously learnt. Field-engineering, exemplified by hastily constructed defences, and by the attack and defence of houses, &c. Sanitation, and the practical teaching of how to aid the sick and wounded. Administration and military history, just so far as would teach them the history and nature of the complex body to which they belong, including the leading characteristics of foreign armies ; a full previous knowledge of the history of his own corps being insisted on for each non-commissioned officer as a basis for this instruction.

Course of instruction at training school, Appendix D.

In order to prevent ineligible candidates for instruction being sent to these schools, easy examination papers should be sent to intending candidates

Ineligible candidates to be prevented

going to
school.

for admission, in order to test their actual knowledge ; for it is manifest that some previous knowledge is requisite. The candidate's aptitude in drill, his character, and his knowledge of all regimental duties would be vouched for by the certificate of his commanding officer.

All these requisites for admission to the non-commissioned officers' training schools being made well known, and also that, as a rule, no confirmation in the rank of sergeant would be given to non-commissioned officers not having a school certificate—those who distinguish themselves on service in the field excepted—a healthy spirit of a desire for personal self-improvement would spring up in the army, and the idea gain ground that a soldier must study his profession in order to rise in it.

Considering the amount of instruction to be imparted, a year is the minimum time that should be allotted for the purpose, a vacation of a month to take place in the summer, and another of the same duration in the winter.

Standard
of exami-
nation to
be uniform
in all the
schools.

In order to make the standard of examination uniform in all the schools, it would be necessary that the Educational Department of the Army should furnish the questions both practical and theoretical ; the former being gauged by a Board of Officers, none of whom should be under the rank of captain, and who should be specially selected with reference to their knowledge of the different branches of the

practical examination. In Appendix D is shown a plan of the instruction proposed.

With regard to the *personnel* of the school, the non-commissioned officers would be divided into squads of twenty-five, each under the charge of a subaltern officer, assisted by a staff-sergeant. Three of these squads would form a captain's or major's command, the whole being under a commandant, assisted by a second in command. The above grouping for purposes of discipline and tactics would not interfere with the formation of classes for instructional purposes, the officers and staff-sergeants acting respectively as instructors and assistant instructors.

*Personnel
of school.*

V.

THE FIELD TRAINING OF INFANTRY OFFICERS.

IN examining in what the field training of infantry officers should consist, it will be necessary to look at them according to their rank, for it is manifest that the training applicable to a subaltern must be largely supplemented in order to fit a superior officer for war. The ranks may be divided into—the subaltern or company subordinate, the major or captain, the company commander, and the field officers.

The intending line officer at the present time has first to pass a severe general educational examination,

*The pre-
sent course
of instruc-*

tion given
to officers.

either before he enters the Military College at Sandhurst, or after two trainings with a militia battalion; he then in the former case passes a theoretical and practical examination in military subjects, in the latter a purely theoretical one in the same subjects. On joining the infantry battalion to which he has been gazetted, he is put through a recruit's course of drill and musketry, picks up an acquaintance with the interior economy of his corps, and attends for a year as a supernumerary member all courts-martial. Here his training practically ceases just when he has amassed all the knowledge necessary to make a course of company field training both interesting and instructive.

During the next few years he has the opportunity of doing a little outpost duty, and of commanding an advanced guard during route marching. If at a large camp, such as Aldershot or the Curragh, or at a large station in India, he will have the advantage of taking part in manœuvres, field days, minor tactical exercises, and in playing the war game; if elsewhere, his further chances of field training are reduced to a minimum, unless he voluntarily attends a field-engineering class at Chatham, a musketry course at Hythe, a signalling one at Aldershot, or passes through the Staff College. To test the subaltern's fitness for promotion, he must pass a theoretical examination in regimental duties and military law, and a theoretical and practical examination in drill, field fortification, and military topography.

A captain's
training.

Captains during their longer service receive no further training, and their fitness for promotion is

tested by an examination of the same nature as that passed by the subaltern, but of a higher standard.

Thus from subaltern to field officer, now a period probably of eighteen years, no systematic instruction in field-service duties is ever given to officers ; nor do they in their turn ever give personal systematic training in field duties to the men of their companies. Field officers as such receive no instruction in their field duties ; their own higher training, like that of other officers, being subject to the accident of being at a large camp or station.

A field officer's training.

Such, briefly, is the present system¹ of field instruction given to officers. Does it, or does it not, meet the requirement of war ? The answer must be made, It does not. What, then, should be done ?

VI.

THE SUBALTERN.

COMMENCING with the young subaltern—after he has gone through his course of drill and musketry, he should be put in actual, not theoretical, command of a group of men of the company to which he is posted ; for unless he is at once placed in some defined sphere of action in which his personality is allowed to find vent, he cannot truly be interested in soldiering as a profession. He must be taught to feel

Command of a group of men to be given to each subaltern.

¹ *Vide* Preface for change lately made.

at the commencement of his career that a certain number of men, no matter how small in number, look to him as their immediate instructor and commander, and that he is responsible to his captain for their efficiency; knowing this, the subaltern will exert himself to do his duty by these men.

Without this necessary stimulus he will have no real field of interest in his military life, and be driven to vent his energies entirely outside it. The assumed apathy with regard to soldiering often seen in peace time is due to officers having no outlet given them for their desire to command men and to do useful work. This most healthy wish ought to be satisfied as far as is practicable; for it must be remembered that the Army as a whole is a vast reservoir of pent-up feelings and aspirations walled in by discipline, and that alone in war-time can the best of them find vent; the most energetic action in peace is only the prelude of and training for thrice the amount of work in war.

But to return to the question at issue. There should be no difficulty in giving this command of a group of men to each subaltern on the completion of his recruit's course of drill and musketry instruction. Yet a hindrance arises from a commander of a company not liking to part with any of his authority over the small number of men in it: he feels that if he gives up the direct command of a group of his men to his subaltern, he himself will have but few to look after. There is much that is true in this: still, for

the benefit of the young officers, senior company officers must yield in the matter, and in yielding perchance gain more than they surrender, by learning that great gift of skilfully delegating responsibility and watching without interference the working of a junior along a track that may not be the one that they would have chosen themselves, and yet which may equally well produce the result aimed at.

The subaltern, being thus placed in the definite command of a group of men in barracks, would soon acquire that personal influence over them which is so necessary a preparative to training them in their field duties. Next, he would be taught by his captain how to carry out as far as is practicable all the company field-service exercises laid down for the men, and then how to teach his own men himself: this would be an incentive to study and an inducement to him to perfect himself in his profession. So much for the company training; but more than this is required to fit the subaltern for war. He must learn to command men in the different circumstances in which he may there be placed. To learn this the company cannot furnish the necessary number of men; for the unit of the command of a subaltern, as a rule, should not be less than twenty non-commissioned officers and men. Hence these exercises must depend on the battalion, and in consequence come under the direct cognisance of the commanding officer; but in our service he has so much administrative work to carry out that it seems very desirable that this battalion instruc-

Subaltern
taught by
captain
how to
carry out
company
exercises.

Receive
battalion
instruction
from 2nd
lieutenant-
colonel.

Plan of in-
struction.

Where it
should be
carried
out.

tion of young officers should be carried out under the personal superintendence of the 2nd lieutenant-colonel, who would in this way find a field for his energies and most decidedly benefit himself.

The plan of this instruction would be traced on the same lines as the field training of the men shown in Appendices A and B, only that it would always deal with larger units and would omit the subjects taught practically at Sandhurst.

Now, as previously stated, it is impossible, except at camps, to obtain the necessary ground to carry out these exercises, and it may happen that for years a battalion is at stations not having suitable manœuvring ground: still, the subalterns of these battalions should not remain all these years without any opportunity of commanding at a field exercise the unit they will have to command in war. Here is the vital difficulty with regard to the field training of officers, and to meet it expense must be incurred; but never would money be better laid out by the country than in giving to all its young officers an opportunity of practically learning the rudiments of their profession.

At home there are about forty stations at which it is impossible to practise the field manœuvres necessary to train the subaltern officers, and this want requires to be met. Officers are detached to Hythe to go through a higher course of instruction in musketry than is attainable at their battalions. This is very important, but it is even more important for a subaltern to learn practically at a suitable site how to

conduct the minor operations of war, the want of which knowledge on service might imperil the safety of the men under his command, and might cause serious loss to the battalion to which he belongs. The practical knowledge of field duties is of such pre-eminent importance that if a costly establishment can be kept up for the higher training of officers in musketry, a more amply endowed school should be established to teach subaltern officers how to lead their men in war.

A training school required.

Assuming that a course of practical field training is necessary to all subalterns whose battalions are not at a camp at home, it follows that as there are about forty stations at which no proper field training can be carried out, accommodation would be required annually for about sixty subalterns—let us say sixty-four, to allow for a few joining the school at their own request.

The course of instruction at the school would be similar in character to that already sketched out for the subaltern belonging to a battalion stationed at a camp, only of rather a wider range. With regard to its length, considering that this training may be all that many young officers will receive in the first half of their subaltern life, it does not seem too much to allot five months to it. This would allow two courses in each year, with an interval of one month between each—a very necessary respite for the instructors.

Course of instruction at school.

The *personnel* of the school remains to be discussed. As thirty-two subalterns at least will attend

Personnel of school.

each course, and as each should have the command at every field-training exercise of twenty men, it follows that 640 privates are required for this purpose. Taking into account the large number of men who in a battalion from various causes do not attend parades, it would not be safe to fix the effective of privates at less than 740: this would give twenty-three privates to each subaltern.

Two plans suggest themselves for obtaining these men: one by taking them from regiments for permanent duty at the school; the other by the corps furnishing the subaltern detailing a detachment to proceed with him. With the former plan there would be no tie of interest between men and officers, and to the men the frequent repetition of the same exercises would be distasteful; and further, they might not be very amenable to directions as to how to act, if the orders given did not accord with their previous experience. Besides, as each subaltern's party would require the addition of one sergeant and one corporal to it for disciplinary purposes, these latter, if constant inhabitants of the school, might become the instructors of the officer, and not be instructed by him—a faulty position for both parties; therefore the plan of permanently stationing men at the school does not appear to be desirable. On the other hand, if a complete detachment is furnished by those corps who have no available manœuvring ground, the benefits of the school will be shared alike by officers, non-commissioned officers, and privates; and if, as would be

probable, a battalion furnished several detachments consecutively, there would always be in it a leaven of non-commissioned officers and men who knew something about their field duties in a more extended form than those remaining at head-quarters. Another advantage of sending a complete detachment to the training school would arise from the healthy spirit of emulation which would be evolved by it amongst the thirty-two detachments present at one time: there would then never be a chance of a want of interest in any exercise, as the *esprit de corps* of men and officers would ensure it being carried out with the greatest vigour.

Of course the question of the expense of moving the men arises; but this would not be very great, and certainly not more than is justifiable if the results to be obtained are considered.

These detachments would be grouped into companies, and four, having a total strength of four officers, four sergeants, four corporals, and ninety-two privates, would make up a company practically equal on parade to what the strength of one should be at the commencement of a campaign. There would be eight companies of the above strength, necessitating the appointment of eight majors or captains to command them. These officers should be specially selected on account of their practical knowledge of field duties, and none should be detailed who have not seen field service, or gone through peace manœuvres on the staff. The commandant of the school should be a

full colonel, an able staff officer of varied experience on active service. He should be assisted by a lieutenant-colonel, also a field-service officer, who would under him be responsible for the discipline of the battalion, and take charge of all administrative matters—thus freeing the hands of the commandant for his proper duty, the superintending the field training of the officers and men under his command.

Instruc-
tion at
school.

The last point to be considered is how the instruction should be carried out. The work would naturally divide itself into three categories: Field Manœuvres—Reports thereon—and Individual Schemes.

Field
Man-
œuvres.

Instruction in field manœuvres would commence by companies, the different sections acting against each other; then company against company; and, lastly, some companies of the battalion would manœuvre against the remainder. Never should any action take place against a supposed enemy, but always against a real force, and thus a more faithful picture of war would be given. In all the manœuvres the development of the officer's initiative must always be kept clearly in view, and therefore the minimum amount of interference *during* a manœuvre should be insisted on: the critique on the ground at the close of the operation would point out the mistakes made. In the final manœuvres the addition of a squadron of cavalry or a battery of artillery would make them more instructive and would not be an unfair demand to make on the other arms.

Reports
thereon.

As all work must be thought over in order to fix

it in the mind, so must the majority of manœuvres be reported in concise and clear language, the sketches, when required, to be taken from maps, and merely added to elucidate the text.

The schemes set should be worked out individually—the best of those submitted being, as far as possible, tested on the ground. These schemes should not be of any grandiose character, but simple operations in war, well within a subaltern's power and experience, and designed to make him think.

Individual
Schemes.

Enough has now been said to show the nature of the training school for subalterns which is advocated : of its utility there can be no doubt, and its popularity would be equally great if governed by practical men.

The subaltern, having acquired a primary knowledge of his field duties in the company, and received a further instruction either in his battalion or at a training school, requires his efficiency in these duties to be tested : this should take place annually, both by his commanding officer and the inspecting General officer. As the subaltern is a teacher as well as a learner, he must be judged of in both capacities : in the former from the report of his captain, who would state how he had managed his men, and the value of the instruction given by him to them ; in the latter, first by his commanding officer, from the result of a field manœuvre against a small force carried out in his presence, the subaltern being required to give a detailed explanation of his plan, and the motives which induced him to adopt it ; and, secondly, by a

Annual
examina-
tion of
subaltern.

similar exercise executed in the presence of the inspecting officer.

Failing this practical test, from want of necessary ground on which to manœuvre, a field-service problem should be set having reference to some ground within reasonable distance of the barracks, and on which the subaltern might enter in order thereon to work out his dispositions. The report should be handed in within twenty-four hours of the scheme being given to the officer under examination ; it should contain a detailed description of the movements of the men, and all orders issued to them, and the reasons on which they were based. A rough sketch, merely an enlargement of the existing maps (the best of which should be furnished to the officer), should accompany the report to show the positions of the men at the different stages of the operation. These stages would be marked by the introduction into the scheme, from time to time, of fresh incidents ; they would be communicated by an officer detailed for the purpose, who would receive written instructions how to act in harmony with the general idea of the scheme, and with the dispositions already made by the subaltern. Brevity and clearness of description, with a thorough grasp of the situation, should be the test of excellence in the report, and not literary polish, good writing, or a pretty sketch.

SUMMARY.

To sum up, the field training of an infantry subaltern should consist—first, in having to command, take charge of, and instruct a certain number of men ; secondly, concurrently with the above to be himself instructed in his field duties—first in his company, then either in his battalion or at a training school ; thirdly, in having his knowledge annually tested by carrying out on the ground a small field manoeuvre, or, failing the necessary ground, executing within twenty-four hours some field-service scheme. Summary.

N.B.—The scheme might be : A march problem, either by day or night—The occupation and defence of a house, farm, or country railway station—The seizure of a water crossing—The care of a convoy—The security of a cantonment—The attack of a portion of an outpost line—The movements of a reconnoitring patrol, in woods, enclosed country, or villages, &c.

VII.

THE CAPTAIN.

FROM what has gone before, it follows that the field training of the captain should only be a development of that received by him as a subaltern ; therefore the A captain's field training to be a deve-

lopment of
that of the
subaltern.

difficulties that arise in giving it are of the same nature, only rather aggravated in extent.

There can be no finality in learning—the man who does not progress in knowledge retrogrades, and thus it is essential that the company commander should keep up and increase the knowledge he has gained as a subaltern. If it was difficult to find country on which a subaltern's detachment could be manœuvred, how much more difficult is it to find a place where a captain's war command of eighty men can be exercised satisfactorily. This difficulty of finding manœuvring ground in the vicinity of barracks divides captains into two classes: one, those who being at a camp can practise their field duties with their proper commands; the other, those who being away from a camp cannot practise them—unless the country votes a sufficient sum to defray the expenses of battalion manœuvres around each station, or brigade manœuvres in each district. Failing these manœuvres, captains would find that in giving their men their 'primary' field training they would keep themselves thoroughly conversant with the rudiments of their profession; while their own higher field training could be aided by the theoretical discussion each year of some military problem, such as has been suggested for the subaltern, only extended in character to bring into view the employment of the other arms and the administrative services. The reports sent in should be judged chiefly from their thoughtfulness and from the

practical nature of the suggestions made: not from their literary excellence, which is a gift apart, and need not here be taken into account.

As to the other class of captains who are serving at a camp, they should all annually practise a certain number of field manœuvres with their companies made up to a war strength. These exercises should include, amongst others, the occupation and attack of a line of outpost by day and by night, and all the duties connected with this subject; the action of an advanced guard while passing through an enemy's country, first with regard to gaining information and reporting it to the rear, secondly when meeting opposition on the way to the objective, and lastly when compelled to fall back by superior forces; the command of a convoy through a hostile country swarming with partisan troops; the attack and defence of localities, such as houses, villages, heights, woods, defiles, &c. As far as is practicable, one company should manœuvre against another, and thus two captains would be receiving instruction at the same time.

The test of the field efficiency of the captain would consist—first, in his men knowing their field duties with relation and in proportion to the number of their attendances, as shown in the register; secondly, in the manner in which he conducts a field manœuvre in the presence of his commanding officer and the inspecting general: a report being called for or not as is deemed best.

Test of
captain's
field effi-
ciency.

VIII.

THE FIELD OFFICERS.

Majors to exercise the battalion in field duties.

THE major, looked upon as a company commander, would instruct his men in their field duties in the same manner as a captain, and would, like him, be judged thereon ; but, besides all the field training he shares with the captain, he requires a higher one to fit him for his duties in war. In his battalion he should be allowed frequent opportunities of exercising it as a whole in field manœuvres ; he should often take command of one half of it, and be opposed by the other half under another major. But something more is still required in order that he may be duly prepared for war, and this is practice in the handling the three arms. For this purpose he should be given the opportunity of practising minor tactics, first with infantry and field artillery, then with infantry and cavalry, and lastly with all the arms together : thus would be learnt the lesson of their mutual interdependence and interaction, and how they can best aid each other in the field. As a test of the major's field fitness, he should carry out some minor operation of war with the three arms in the presence of a General officer. But supposing the major is not at a camp, where alone these manœuvres can be executed, it becomes a question whether he should not be sent

And practise minor tactics at a camp with the other arms.

every other year for a month to be attached to a regiment at a camp, and thus obtain the required facilities. Minor tactics being able to be carried out almost all through the year, the number of majors who would be at the camp at any one time would not be sufficient to cause any inconvenience to the regiments to which they are attached.

With regard to the second lieutenant-colonel of a battalion, he should, like the major, be sent to a camp every other year to practise minor tactics ; while the commanding officer of a battalion should have the same facilities afforded him when he is stationed at a camp.

The lieutenant-colonel and the commanding officer.

IX.

THE SUBTRACTION OF NON-COMMISSIONED OFFICERS AND MEN FOR GARRISON AND REGIMENTAL DUTIES.

APPENDIX E shows a formidable list of employments filled by soldiers, and, if weekly duty states be examined, it will be found that on an average one non-commissioned officer and ten privates are daily subtracted for garrison duties—the numbers being much exceeded at a large station, and slightly reduced at a small one—and that eleven non-commissioned officers and ninety privates are taken for regimental duties ; in

List of employments filled by soldiers, Appendix E.

Number of non-commiss-

sioned
officers
and men
taken
away for
garrison
and regi-
mental
employ-
ments.

other words, the number of men available for field training is permanently reduced by twelve non-commissioned officers and a hundred privates in each battalion of infantry; and further, that from the nature of their employments the great majority of these men are unable to receive any field training at all while holding their appointments. Now if it be borne in mind that these numbers represent about thirty-three per cent. of the total number of privates who have gone through their recruits' training, and about twelve per cent. of the total number of non-commissioned officers in the battalion, the serious nature of this evil must be admitted.

Reservists
could be
substi-
tuted.

Looking at the employments detailed in Appendix E, which are taken from the official weekly duty state, and do not include the large number of incidental employments which are always springing up, it will be seen that those in italics need not be filled by men serving with the colours, but could very well be filled by men in the reserve, who would either volunteer or be detailed for these employments (the necessary alteration in the Army Act being made), receiving while so employed the ordinary soldier's rations, pay, and allowances, in addition to their already earned reserve pay. Handing over these employments to reservists would also tend to mitigate the evil of having so many reserve men leading a wandering, loafing life about the country, and thereby bringing into disrepute the undoubted advantages gained by a soldier who enlists. If the plan above

suggested were carried out, much of the constant and natural grumbling that takes place through men being subtracted from their military duties would cease, and the cause of no field training being received by many non-commissioned officers and men done away with. By allowing reservists to fill almost all garrison and regimental employments, they would manifestly be better prepared for war than if they had been living a civilian's life, and the useful knowledge gained by them in peace time would be an advantage to their battalion in war.

To carry out this plan, the home battalion of a regiment should send quarterly to the regimental district a list of all the employments likely to become vacant during the ensuing quarter : this list to be hung up in the district orderly room for easy reference. A roll of all the reservists of a regiment, with their addresses and the districts in which they are paid, being kept up at the regimental district office, there would be no difficulty in applying for volunteers for the different employments vacant through the several district paymasters concerned : by these means steps could be taken in advance to ensure the filling up vacancies at the proper time.

Failing the adoption of this plan, it becomes necessary to raise the establishment of all battalions on the lowest strength to one of 600 rank and file. This would increase the length of time the men would remain at home by about six months. Then, if no soldier were allowed to hold any employment or

If reservists are not made use of, strength of battalions on lowest establishment to be raised.

employments for more than six months during his home service, it is probable that every man in a battalion would be able to receive his 'primary' field training before proceeding to join the battalion abroad. This augmentation in numbers would also enable drill to be carried out with some real benefit to the men ; whereas now but little can be done owing to the few men available for parade, and thus the first and fundamental instruction required by a soldier is neglected.

X.

A SUMMARY OF THE PROPOSED SYSTEM OF FIELD TRAINING IN AN INFANTRY BATTALION, AND OF ITS PROBABLE EFFECT ON RECRUITING AND DISCIPLINE.

Summary
of the field
training of
an infantry
battalion.

AND now to sum up in a few words the plan suggested for the field training of a battalion of infantry. First, that all soldiers should go through a progressive course of 'primary' instruction in field duties in groups, the course lasting on an average about one year ; to be succeeded by a 'further' course of instruction, likewise progressive in character, lasting throughout the rest of his service, and practised as a rule in tactical units. The instruction to be entirely in the hands of the company officers, who, being left unfettered by restrictive regulations, would each work in his own

path, and have the result of his teaching tested by a rigid inspection of his men—care being taken that, in the estimate of work done, due regard is paid to the Register of Attendances.

The officers, thus learning thoroughly the rudiments of their profession in the teaching of their men, would have their 'higher' field training ensured: as subalterns, if away from a camp by going to a training school at a camp, and if at a camp by a course of battalion instruction of a similar character to that given at the school; as captain, burdened somewhat by the labours of his company teaching, by being given whenever possible the opportunity of practising small field operations, as a rule against another company: failing which a written theoretical discussion of some military subject would be required. Rising to the rank of major, he would be given biennially the opportunity of carrying out minor tactics with the three arms at a camp; while similar facilities would be extended to the lieutenant-colonels of the battalion. The non-commissioned officers requiring a kind of instruction unattainable at the battalion, to be sent (if a sergeant, or deemed likely to make a good one, and after passing a preliminary examination) to a training school at a camp. Lastly, to ensure that all soldiers receive a proper field training, either men from the reserve should be called upon to fill the majority of garrison and regimental employments, or the strength of the battalions on the lowest establishment should be raised to 600 men.

A thorough field training is necessary in order to meet a trained European foe.

Such, briefly summed up, is the plan advocated for infantry field training ; but perhaps at this time, when the success of our arms in Egypt has been so brilliant, an idea may arise that all this field training is unnecessary, and as in the past, so in the future, success eventually will come to the English arms. Such may be the case against an uncivilised enemy or a feeble foe, but so will it not be against any European force trained to war. There the want of a thorough field training would bear bitter fruit, either in the certain unnecessary loss of valuable lives, or, it might be, in national disaster. The axiom should always be kept in view—that in peace time are the lessons of war learnt, and that in war they can only be practised.

Effect of system of field training on recruiting of officers.

The probable effect of this field training on the recruiting of officers and privates, and on discipline, remains to be discussed. Many officers are of opinion that if this extra work were thrown on officers their recruitment from the class of society which as a rule now furnishes them would be seriously interfered with. Looking back a few years, all must remember how this same cry was raised when the direct entry into the army by a pass examination was abolished, and entrance through Sandhurst in one form or other rendered imperative to all but Militia candidates : and subsequently, when in the army the stricter examinations required to be passed for the command of a company, or to attain field rank, were to daunt and choke off aspirants for the honour

of a commission from her Majesty. All these prognostications have been falsified, and a better authority on the subject cannot be quoted than that of Lieutenant-General Sir Beauchamp Walker, Director-General of Military Education, who said, at a meeting at the Royal United Service Institution on March 24, 1882, that 'from careful statistics sent to my office from both Woolwich and Sandhurst, I find that the class of men who enter now are exactly the same class as those who entered the service forty-four years ago, with the sole exception that we do not get quite so many rich manufacturers' sons, because they will not do the work of the present day.' As this authoritative statement negatives the old cry of 'Wolf' with regard to the effect of past changes on the recruiting of officers, so may the opinion be safely hazarded that the changes now advocated will be equally harmless in the future. Of the positive benefit to be derived from them, there can be no doubt ; and few in these days will be bold enough to utter the old opinion that knowledge is a dangerous possession in the hands of young officers, or to advocate the re-creation of a state of things when for an officer to know something of the theoretical part of his profession was to run the risk of being stigmatised as a bookworm. Such days are long past, and the noblest of all professions distinctly say that all human talent, of no matter what form, can now be utilised in some way or other for the benefit of the complex military machine, which, being in

Harmless
effect in
the future.

good order, ensures the safety, comfort, and honour of all the inhabitants of her Majesty's dominions.

Effect on
the recruit-
ing of men.

With regard to the effect of this field-service instruction on the recruiting of the men. For so many years the custom of an hour's parade in the morning, a little drill before breakfast, and an occasional one in the afternoon, has become so ingrained in the habits of our army, that to demand longer and more continuous attendances from the rank and file will most certainly tend to deprive the service of its easy character, after the rudiments of drill, musketry, gymnastics, and schooling have been got through. But

If supply
falls off.

what does it mean if the supply of recruits does fall off on account of the standard of their field efficiency being raised? Let the question be looked fairly in the face, and it will be seen that it means that the fundamental rule of the workman being worthy of his hire has been violated in the case of soldiers; and therefore, if the country, as it apparently does, requires that the efficiency of its soldiers in field duties should be increased, by the standard that they are to attain to being raised, it must be prepared to abide by the unanswerable demand of a working-man, 'a fair wage for a fair day's work.' If recruiting suffers, it is because the inducements held out are not sufficiently great, and increase of comfort and pay must be granted until the ratio between supply and demand has been adjusted. For those who are responsible for the efficiency of the army to hesitate, on the score of economy, to enforce a proper system of field instruc-

Increased
comfort
and pay
must be
given.

tion in it, would be an offence against the country ; which does not know what is really required to fit a soldier for war, and might be likened to 'sowing the wind to reap the whirlwind.'

The last point to consider is the effect of this field training on discipline. Looking back to old days, when it is notorious that discipline was far more rigid than it now is, we see that men from long contact with their officers learnt to obey them implicitly and willingly. But since this lengthened association has ceased to be, owing to imperial necessities, and that it never can be revived, may we not hope to find in a more *intimate* contact the same effect as was gained of old through *long* contact ? It must be remembered that in this plan of field training the officer is always teaching his men, and showing them how to do things needful in war ; and that in teaching them he proves his superiority over them in knowledge. He thus wins their respect ; and from his intelligent appreciation of their efforts, and the justness and fairness of his criticisms, he gains their affection ; then, from the twin effect of respect and affection will be regained the old power to say to a soldier, Do, and he does it, willingly, cheerfully, and, most thankfully we would now say, intelligently. Thus the power of the officer over his men would be increased, and in this regained personal power would arise a far higher and truer discipline than was ever attained under the old system of passive, unreflecting obedience.

Effect on
discipline.

XI.

INTRODUCTION TO THE FIELD TRAINING OF
THE OTHER ARMS.

WITH diffidence the next portion of the subject is approached: it is like leaving *terra firma* for the quicksand which threatens to engulf the unwary mortal who attempts to tread on its treacherous surface; but as the major portion of the subject must be considered as completed, what follows should be looked upon as complementary: for, as before stated, 'it is impossible for any officer not belonging to the arm in question, to lay down in any detail the field training necessary for it.'

XII.

CAVALRY FIELD TRAINING.

Duties of
cavalry.

THE field duties of the cavalry may briefly be summed up as—the searching for information, and securing the safety of the troops in their rear from any sudden attack. These duties include the minor operations of war, but exclude all that relate to the shock of masses.

For instructional purposes, field training may be divided into—the ‘primary,’ or that given in the troop or squadron, and the ‘further,’ or that directly dependent on the commanding officer. The former can be practised at country stations in which the barracks are situated, near the open country ; they cannot, except to a very slight extent, be carried out in the vicinity of large towns. The latter can only be carried out at camps which have a large tract of country at their disposal, and only at Aldershot and the Curragh are these conditions fulfilled. Therefore it becomes a necessity that each cavalry regiment should, at least every other year, be sent to one or other of these places, there to go through a course of regimental field training, and brigade, and if possible divisional, manœuvres. By this means alone will our cavalry have the opportunity of thoroughly learning their field duties.

Their field training to be divided into the ‘primary’ and the ‘further.’

Every cavalry regiment to be at a camp for a time every other year.

But before a regiment can reap the full benefit of the field instruction to be gained at a camp, it must take care that its elements are known by all its officers, non-commissioned officers, and men.

XIII.

THE CAVALRY SOLDIER.

COMMENCING, then, with the field training of the soldier who has gone through his recruit’s course.

The ‘primary’ instruction

of the
cavalry
soldier,
Appendix
F.

Since a development of the powers of observing and reporting what is seen enables a cavalry man to better watch over the security of the troops in his rear, it may be deduced that his field training should commence with a practical course of reconnaissance in which nothing but verbal reports should be required. Having thus learnt 'what to observe, how to observe it, and how to report on it,' he should be taught how this information is to be obtained by means of patrols and small detached parties. Now, knowing somewhat of the dangers which surround an army in the field, he should be taught how they are to be guarded against by means of advanced and rear guards and outposts.

The above may be considered to constitute the 'primary' field training of the cavalry soldier, and, for the reasons previously adduced, it should be given him by his own troop or squadron officers, the number of men in the group under instruction varying according to the object of the lesson: still, however, holding to the principle that not more than twelve men can usefully be instructed at the same time. If the soldier learns all these lessons in an enclosed country like that of the United Kingdom, he would never be at a loss what to do when employed in a wide open country similar to that so often met with on the Continent.

The
'further'
instruc-
tion, Ap-
pendix F.

Such being the 'primary' field instruction, the 'further' instruction should be a development of it, with the introduction of a foe to combat. This would have, as a rule, to take place at a camp,

as the meeting of opposing forces in country lanes, without the possibility of deploying, would make such an untrue picture of war that its execution would rather do harm than good.

Special duties connected with night operations ; escort duties ; raids for a defined objective ; the attack and defence of localities by dismounted men ; the destruction of railways, roads, bridges, and telegraphs ; the passage of obstacles—streams, ditches, woods, &c. ; foraging and requisitioning duties ; how to bivouac and camp ; how to take up quarters in a village—would have also to be taught, in order to bring the cavalry soldier up to the height of his *métier* as regards himself ; while continuous instruction with regard to the care of his horse under all these varied circumstances should be rigorously insisted on.

As many of the above operations would take place either against a figured enemy or an opposing force, it is desirable, in order to give confidence to the men, that they should first come in contact with small bodies of men, such as a patrol or reconnoitring party : they would then be able to grasp the situation and realise what they should do under a variety of circumstances. Then, having learnt to be cool and collected in the presence of isolated bodies of the enemy, they should be taught how to act when, themselves belonging to a larger unit, they are opposed by equal or superior forces.

Such, briefly stated, should be the general character of the field training to be given to a cavalry

soldier, and the system under which it should be imparted should be an adaptation of that suggested for the infantry. As in this arm the horse has to be considered as well as the man, the amount of latitude given to the squadron officers in teaching their men would be regulated more or less by the commanding officer; otherwise, when working his regiment as a whole, he might find it not quite a homogeneous body. In Appendix F the outline of the proposed 'primary' and 'further' field training is shown.

XIV.

THE NON-COMMISSIONED OFFICER.

WITH regard to the non-commissioned officers, as already stated, it is necessary that they should have the advantages offered by a training school to improve their theoretical and practical knowledge of their own arm and of the other branches of the service. But this in no way must interfere with the regimental instruction in reconnaissance duties given to them by an officer specially selected for this duty. In this special teaching the individualities and powers of the non-commissioned officers become well known, and they have the advantage of proving, under the eye of their commanding officer, what they are worth for obtaining and recording information.

XV.

THE SUBALTERN.

TURNING now to the officers, it is at once apparent that the subaltern cannot be subtracted from the regiment to go through a course of instruction at a school, and this the more especially as it is advocated that every two years each cavalry regiment should be stationed for a time at a camp.

The subaltern's field training.

The subaltern, besides being taught all his duties in relation to the subjects laid down for the soldier's instruction, must be early trained in one special field duty, viz. that of skilfully leading an officer's detached reconnoitring party. In war-time changes in the direction of the march of an army may be based on some information sent in by a cavalry officer; therefore it is necessary that he should be early trained in the special duties which devolve upon an officer's 'point,' as our neighbours across the Channel call it. To properly carry out this duty the officer must know how to read a map readily and the country around him intelligently, and to report accurately and concisely what he has seen. To do this thoroughly, his theoretical and, as far as possible, his practical knowledge of the requirements of the three arms must be cultivated; for he must remember that a cavalry man is the eye of the army at large, and therefore he must

To command a detached reconnoitring party.

At a camp
to take
part in
minor
tactics.

be able to judge of the value of roads, obstacles, and positions, with reference to each arm and to all combined. Such instruction demanding a teacher of considerable experience, should be placed under the superintendence of the second lieutenant-colonel of the regiment. When at a camp the younger officers should take part in schemes of minor tactics in which all three arms are represented, and thus learn practically at first hand how the several arms can best aid each other. Such exercises should be frequent, as nothing can be better for the army at large than the mingling together at small manœuvres of the officers of the different branches of the service, who thus establish a general feeling of comradeship, and mitigate the somewhat exclusive tendencies due to the narrow life in one arm.

XVI.

THE SQUADRON COMMANDERS AND THE FIELD OFFICERS.

THE field training of the field officers and squadron commanders remains to be discussed. Having, as subalterns, learnt and practised all the field duties indicated above, they require, in continuation and development of them, the knowledge which can alone be gained by working over a large tract of country.

This knowledge is only attainable in a partial manner during manœuvres, when they are progressive in their action, and cover a considerable area of unknown ground. Therefore it seems desirable that a system of 'manœuvre-trips' for cavalry should be introduced into our service. Abroad they have worked remarkably well, and are adopted by every European nation: such a consensus of war-trained military opinion renders it unnecessary to give more reasons for advocating their adoption by us.

To take part in manœvre-trips.

The object aimed at, as stated in the German regulations on the subject,¹ is 'above everything to direct the attention of those who take part in them to the things in war within the province of cavalry, and corresponding to the sphere of action of their rank, or of the rank immediately above.' The French regulations say that the object of these exercises is² 'to habituate the officers of all ranks to appreciate the military value of ground, to rapidly make their decisions, to give their orders and instructions in clear and precise terms.' 'They develop the professional instruction of the cadres by exercising them in solving the largest possible number of march and tactical problems.'

The object of manœvre-trips.

These manœvre-trips are carried out according to the sum of money allotted for them. They may be

¹ 'Instruction pour les voyages-manœuvres de Cavalerie, 29 Janvier, 1876,' translated in the *Revue Militaire de l'Etranger*, vol. ix. p. 289.

² 'Instruction provisoire sur les Manœuvres de Brigade avec Cadres,' 1877, p. 1.

executed regimentally, or by brigades and divisions: in the former case, if the commanding officer could not direct them himself, his second in command should be deputed; in the latter, a colonel of the general staff would conduct them. A remark is sensibly made in the German regulations, which should always be kept in view, viz. 'that a written account of the day's work should not be required at the halting places; but, instead thereof, a special importance should be attached to the precision and conciseness with which the reports are made.'¹

The method in which these manœuvre-trips are carried out in different countries can be best studied in the volumes of the '*Revue Militaire de l'Etranger*.'

A change of station to be utilised as a means of giving some field training to the regiment.

Besides these 'trips' a change of station by march route might be made the means of giving many valuable lessons, if some latitude were given to a commanding officer, both with regard to the rate of his direct advance and to the dissemination of his troops.

Supposing the colonel of the regiment to be unhampered by a formal route, but only ordered to be at a certain place at a certain time, how zealously he would scan his map to see where and how he could best bring in some field manœuvre: the inch-to-a-mile map for the whole of the march being issued on loan to all officers and sergeants in the regiment, the pieces being mounted separately and kept

¹ 'Instruction pour les voyages-manœuvres de Cavalerie, 29 Janvier, 1876,' translated in the *Revue Militaire de l'Etranger*, vol. ix. p. 289.

together by the adjutant, and issued daily as required. The object of the march being primarily to train the regiment in field duties, and secondarily to reach a given spot at a certain time, all ranks would undoubtedly keenly co-operate, and the change of station would be looked forward to as a means of acquiring a variety of useful field information and experience. The mere arranging for the billeting of the men, and the previous search over the route for halting places and good manœuvring country, would tax the ability of the officer selected by the commanding officer to make the necessary report, and at the same time afford capital training for war.

Enough has been said to show the advantages of the plan proposed. What would be the objections raised to it? On the part of soldiers, none; on the part of the holders of the national money-chest, many, as it would increase the cost of the march of each cavalry regiment. But, as said before, in our army no proper system of field training can be arranged for without causing an increase of expenditure—and the old question remains to be faced, Which is best, economy or efficiency? If the number of extra days given for the march did not exceed two per week of march, the increased expense would bear no proportion to the increased experience in their field duties which would be gained by the regiment during its march.

Details for the arrangement of manœuvre-trips, and of a march on the plan suggested, are left to be worked out by better qualified hands; keen cavalry

Details
left to be
worked
out by arm
concerned.

soldiers can easily so develop them as to make them part of their system for the field training of their men.

XVII.

SUMMARY OF CAVALRY FIELD TRAINING.

Summary
of cavalry
field train-
ing.

TO sum up, the cavalry soldier's field training must be divided into two parts—the 'primary,' carried out in groups under the direction of his own squadron officers, and as a rule in the vicinity of his station; the 'further,' or regimental instruction, and dealing with larger units, to take place generally at a camp.

The non-commissioned officers to be trained in reconnaissance duties in the regimental school under a specially selected officer, and further to have the advantage of being sent to a training school at a camp.

The officers to commence their field training by learning practically all that is taught the men, then imprinting it on their brain by becoming themselves instructors; their individuality while young being developed by being placed in command of an officer's reconnoitring party, and, when the higher ranks are reached, by taking part in manœuvre-trips.

Lastly, the whole regiment to practise route-marching exercises when moving from one station to another.

XVIII.

THE FIELD TRAINING OF THE ARTILLERY AND
ENGINEERS.

HERE we come at last to corps who have such opportunities given them that it is almost hypercritical to talk of their requiring any further field training ; but still, a few remarks will be ventured on.

At the outset a question arises which may almost be said to be out of the domain of the subject under discussion, but it must be touched upon, as it relates to the field efficiency of the officers of both corps. Can officers be changed from a sphere of action having no relation with their field duties to one in which these duties are all paramount, and then be fairly expected to be properly trained for war ? Allusion is made to the transference of engineer officers from purely administrative work to the command of soldiers, and of the transfer of garrison artillery officers to field batteries : in neither case do the employments previously held fit their holders for war, or even give them an opportunity of learning their field duties. Such being the case, the administrative engineer and the garrison artilleryman should always so remain, or a limit of time should be fixed, at the expiration of which they must either be transferred to the field branch of their profession, or

Can
officers
change
from ad-
ministra-
tive or
garrison
duties to
field duties
and be fit
for war ?

be permanently retained in their administrative or garrison duties. So many complicated questions are involved in this matter that it must be left ; but it was necessary to point out how the present system militates against the field efficiency of certain officers in each of these arms.

XIX.

THE ARTILLERY.

TURNING to the training of the men of the artillery, it will be observed that they learn almost all their field duties in the battery, the rudiments of some being learned at the depôt ; hence the only change required to bring this training into harmony with the system advocated is that it should either be carried out, or supervised entirely by the officers, the divisional officer being responsible for his division, the captain for the theoretical training of the non-commissioned officers, and the major for his battery. As the field training of a battery, considered as a tactical unit, may be said to commence with the appreciation of ground by its officers with reference to the objective, and that all the varied subjects taught before only lead up to this, it follows that a field battery (horse included in the term), like a cavalry regiment, should never be permitted to be away from a camp for more than two years, for there alone can field duties be properly

The training of the gunner to be carried out or supervised by the officers of a battery.

No battery should be away from a camp more than two years.

learnt, and the opportunity found of manœuvring with the other arms, and thus of practising what should have been theoretically studied and discussed during the stay in a garrison affording no facilities for practical field work. When at a camp, the artillery subaltern should frequently take part in the minor tactical exercises of the three arms already referred to, bringing out his division independently, and thus early acquire that prompt and ready initiative only attainable by doing things alone and on his own responsibility.

Subaltern to practise minor tactics when at a camp.

Again, like the cavalry, the marches made on changing station should be utilised to the utmost, and no chance lost of teaching men and officers a practical field lesson—the rate of march to be relaxed whenever ground suitable for a manœuvre is passed through.

Changes of station to be utilised as a means of instruction.

XX.

THE ENGINEERS.

IN this branch of our army, a constant endeavour is made to keep all its men fit for war, and thoroughly prepared to fulfil all the manifold duties they are called upon to perform on field service: and it must be left to the corps itself to say in what direction its efficiency for war can be increased.

Thoroughly prepared for war.

Non-commissioned officers, however, like the

Except those who have long been detached for administrative duties.

officers, should regularly and systematically be obliged to serve with and command men, after a few years' absence on detached duties—unless it is definitely decided that they are not to be employed in the field.

XXI.

DEPARTMENTAL FIELD TRAINING: THE COM-MISSARIAT AND TRANSPORT.

Duties of the commissariat and transport.

THE duties of this department in the field are the obtaining and distributing food supplies to the troops. In our little wars, taking place as a rule in sparsely populated or savage countries, food depôts are formed at the base, and thence distributed forwards to intermediate depôts as the troops advance. In a Continental war this means of supply would be supplemented by requisitioning and purchasing in the country passed through ; thus the method of obtaining supplies varies, and the means of transport is as variable. Such, briefly, being the duties of this department in war, what training in field duties do those in it receive during peace ?

XXII.

THE SOLDIER AND NON-COMMISSIONED OFFICER.

FIRST with regard to the men : as the majority of them are organised in army service companies, they there receive a thorough instruction with regard to the use of the general service wagon, and how to keep it and their horses in good condition. They learn sufficient drill to manœuvre their wagons skilfully, and to foster a proper *esprit de corps* ; and they practise how to issue and take charge of stores. Here their training ends, and no instruction is given them as to their field duties under the varied conditions of our service.

Taking the transport duties first, there seems no reason why patterns of all the different methods of transport should not be kept at each place at which army service companies are stationed. Then during peace time the men could learn how to make use of the pack equipment—how to load and unload a Maltese cart—how to load carriers—the method of using oxen for draught purposes—and lastly, how to feed and keep in proper order the motive power of all these various kinds of transport. As some of the required knowledge cannot be imparted practically, interesting lectures, describing in a narrative form how transport was organised in recent wars, should be drawn up at army head-quarters by officers having

For instructional purposes specimens of different kinds of transport to be kept at all army service corps stations.

Lectures on transport arrangements in recent wars.

Non-commissioned officers to attend the training school.

access to the necessary reports. These printed lectures would form a sound uniform basis on which the officers of the companies could build up the personal and individual instruction of their men.

The non-commissioned officers of the army service corps, being often employed as directors of a considerable amount of transport in the field, should have the advantage of attending the non-commissioned officers' training school, where a special class for transport duties should be formed, and to join which the other arms should send specially selected non-commissioned officers. The supply duties of both non-commissioned officers and men are primarily learnt at the place at which they are stationed; but their field-service efficiency can only be ensured by their practising their duties at manœuvres.

XXIII.

THE OFFICERS.

Commissionariat officers to pass an examination before being confirmed in their first appointment.

If all officers of all arms are obliged to pass a theoretical examination in their field duties, and should pass a practical one also, before being allowed to reach field rank, does it need saying that the departmental officer should not be exempt from this test of his fitness for war? The feeding of our men and horses on service should not be looked after by officers who

have received no special training on the subject, and who often have to learn their field duties at the expense of the initial comfort of the troops ; therefore, a commissariat officer, before being confirmed in the rank of deputy-assistant-commissary-general, should be called upon to pass a practical and theoretical examination in all the field duties learnt by the men and non-commissioned officers. Then, having learnt these duties himself, and taught them to his men, he should be detailed to attend manœuvres as a supernumerary to one of the commissariat officers employed at them. He would then, if the manœuvres were not stationary, have the opportunity of learning how to purchase, collect, and distribute all the food supplies necessary both for men and animals. At the same time the transport officer would be practised in his march and convoy duties. The next stage in the training would consist in the officers being themselves employed at manœuvres, after which their field-service acquirements should be tested by an examination before being allowed to pass to a higher rank.

To attend manœuvres first as a supernumerary.

Then to be employed at manœuvres.

Before manœuvres take place, the commissariat would, if the principle of local purchase were adopted with regard to meat, oats, hay, and partially bread, have thoroughly to examine the capabilities of the area of operations ; noting the amount and kind of supply obtainable from the different places in the region under examination. This information being tabulated and distributed to all commissariat officers, their field training could be

Plan for
their field
training
during
manœu-
vres.

carried out as follows: In the afternoon, after the dispositions for the next day's movements had been decided on, the officers of the different fractions of a division would meet their chief, and each receive verbal orders from him, detailing the region within which the necessary purchases were to be made, and the central place at which they were to be collected for the next day's issue and consumption by the troops; thereupon each officer would depart and make his own arrangements for the next day's feeding of the troops looked after by him, notifying to corps the place from which they would have to fetch their supplies next day. These supplies would be carried by regimental transport to corps—for to make any manœuvres at all like war, each corps should be endowed with the amount of transport required under the conditions under which the manœuvres are conducted. If transport is not given to corps, then the supplies would have to be distributed in army service wagons, which would be conducted by a mounted non-commissioned officer of the corps concerned, and who would be responsible that they reached their destination correctly.

To learn
the meth-
od of
despatch-
ing stores
by sea.

Turning now to another point: as most of our wars require the despatch from England of large quantities of stores of all kinds for the use of the troops at the seat of war, the method and order in which they are to be placed on board ship becomes a most serious question, one which can readily be worked out in peace time, but the solution of which

cannot be satisfactorily evolved when the strain of war comes. Hence the commissariat officer must learn his duties in this respect, and no one should be appointed to a post in which he might have to deal with the collection and despatch of stores to soldiers in the field, unless he has given proof that he has studied the question.

Looking at the field duties of commissariat and transport officers, and how, though organising continually for troops, they do not come into very immediate contact with them, it seems as if the system of manœuvre-trips might be adopted in these departments, and many a useful war lesson learnt from a skilfully designed plan of operations. The Austrians have tried the plan with considerable success.

To carry out manœuvre-trips.

XXIV.

SUMMARY OF COMMISSARIAT AND TRANSPORT FIELD TRAINING.

To sum up, the field training of the men of the commissariat and transport department should consist in learning, practically as far as possible, how to utilise the different kinds of transport they might have to deal with in war, and how past operations have been carried out; the non-commissioned officers, besides the above, to receive a special theoretical

Summary of commissariat and transport field training.

instruction at a training school. The officers, having learnt practically all that their men are required to know, should teach them their field duties, and before being confirmed in their first appointment should pass an examination in the duties they would have to perform in war ; then, by being attached for duty during manœuvres, and subsequently by being employed at them, learn practically the higher part of their profession.

This field training, together with the knowledge of how to deal under all circumstances with the multifarious stores required in warfare, to be tested by a rigid examination, before an officer is allowed to pass to a higher grade—manœuvre-trips affording a practical means of testing a great deal of his field efficiency.

XXV.

THE ORDNANCE STORE DEPARTMENT.

Field
duties of
ordnance
store de-
partment.

THE field duties of the ordnance department are, the issue and custody of camp equipage, ammunition, equipment, clothing, and necessaries ; and having charge of all these articles, except the two last, during peace, they enter upon their duties in war with a full knowledge of the material they will have to deal with. Thus the question of the field training

of the ordnance corps is much narrowed. The non-commissioned officers and men should be taught how to pack the different articles on charge on the various kinds of transport that might be made use of in the field, how to utilise buildings and sheds as depôts for stores, and how under various climatic influences they should keep their stores in good order. The officers, before being promoted, should be required to pass an examination, to show that they had studied how they would have to perform their duties in war with regard to the very varying conditions which obtain in our service, and also how they would load the ships which would take these stores to the seat of war.

Officers to pass an examination before being promoted.

XXVI.

THE MEDICAL DEPARTMENT.

MEDICAL officers, during peace time, should be trained for war, by instructing assistants to help them in war. Their own fitness for the duties they will be called upon to carry out in the field must in a great measure be left to themselves, as it can only be attained by individual study and voluntary efforts. On behalf of the sick and wounded, the safeguard must be ensured that every medical officer, before he joins for duty, should have an opportunity of learning theoretically

The field training of medical officers to be the training of others to aid them in war.

his duties in war, and that his diligence in acquiring this knowledge should be tested before he comes in contact with troops. The keeping up this knowledge and increasing it must be left to the individual, who, as a true soldier, would feel that he must always be ready to serve his country in the field to the *best* of his ability.

A field
exercise to
test this
training.

If it be borne in mind that a certain number of men in each troop or company are ordered to be kept efficient in signalling, is it too much to ask that a few others should be kept ready to give trained assistance to wounded men on the field of battle? Medical officers would look after this matter, and should organise and instruct classes at every station. Twice a year the result of this instruction should be tested by a field-service exercise, in which men should be distributed over the ground as after an action, each man having the nature of his supposed wound legibly written on a card attached to a string tied round his neck. Then the trained men should act as they would in war, utilising the material in their possession, and taking the wounded men on stretchers to the field hospital at the rear, to show that they know how to support, place, and carry men suffering from different kinds of wounds. In thus constantly teaching men their duties to the wounded, and practising how to deal with large numbers of supposed wounded men, medical officers would keep vivid their old knowledge on the subject, and therefore in war be able to carry out successfully what they had continu-

ally and theoretically taught and practised in peace time.

At manœuvres the system of working a field hospital would partially be learnt, and the duty of searching a battle-field for wounded men carefully gone through. One thing medical officers must learn at manœuvres—that is, how to get what they will want for the sick and wounded in war. They must first realise what they will want, and then learn how they can get it: not thinking thus of their field duties in peace time often makes officers unpractical in war, and somewhat helpless if things do not go quite straight. Besides the above, during the long winter months, a few lectures on sanitation, with regard to the soldier's life in quarters and on service, should be given, and the attendance thereat of officers and men requested.

During manœuvres to study the field-service working of a field hospital.

XXVII.

THE FIELD TRAINING OF STAFF OFFICERS.

ALMOST all staff officers, except those at a camp, have, as a rule, no opportunity of practising in peace time the very multifarious duties which would devolve upon them in war: hence a bad system has arisen of only employing on the staff during active service those officers who have had previous experience in

war; and, since England usually indulges only in 'little wars,' only a small number of staff officers are required for each: in consequence, a few officers have great experience in war duties, while a very large number have none at all. A system which produces such results needs no further condemnation than a simple statement of the case. It is to be hoped that it will be altered before a European complication obliges us to put a large force in the field, with only a portion of its staff officers trained in their field duties.

Few staff officers receive any field training.

From the position of the head-quarters of the military districts, it unfortunately arises that few staff officers are brought much in contact with troops; and, in consequence, their work rather tends towards that of indoor military clerks of a superior kind. Hence, as nothing is done in peace time to ensure the proper field training of the majority of staff officers, the repeated selection of officers who have been trained in war becomes somewhat justified. But this justification requires to be swept away, and means should be designed to train and keep trained all staff officers in their field duties. The theoretical portion of this training may be accepted as provided for, but it is in its practical application that the want exists.

Distribution of staff officers during peace.

The distribution of staff officers in peace time may be classified as follows:—

- (a) With troops at large camps.
- (b) At army and district head-quarters.

(c) At educational establishments, or employed as garrison instructors.

(d) At the Intelligence Department.

(e) At regimental duty.

It will be best to deal with the field training of each of the above categories separately.

(a) The staff officers employed at the camps at Aldershot and the Curragh live with troops, act with troops, and plan for troops, and thus may be said to be kept thoroughly prepared for war ; but even here care must be taken that those employed in the adjutant-general's department carry on for a time each year what are called quarter-master-general's duties, and that those employed in the latter department take over the duties of the former in exchange. The above necessity arises from the grouping of staff duties, which causes numerous staff officers to remain for years in an office without dealing with questions relating to the moving and quartering of troops, *i.e.* to the questions which constitute the best peace training for field duties.

Those at camps receive a constant field training.

(b) The next class are those officers who do not come in contact with troops, owing to their employment at army or district head-quarters ; the former, from the nature of the questions that they have to deal with, may or may not be acquiring knowledge which will be useful to them in war, but their continuous employment away from troops cannot but be a hindrance to them in their field training. Though officers may have served on the staff in war,

Officers at the head-quarters of the army.

Require
to attend
manœu-
vres every
other year.

yet the training there received must be kept up in peace time ; therefore, every other year each officer of the head-quarter staff, heads of the great army and staff departments excepted, should be detailed to take part in manœuvres. Can there be any doubt but that this would prove to all a most joyful relaxation from their very intense and continuous office duties ?

Officers
at head-
quarters of
districts
to take
part in
manœu-
vres or
manœu-
vre-
trips every
year.

The officers at the head-quarters of districts, besides interchanging their duties for a time each year, should every year either take part in manœuvres or in manœuvre-trips. The work of districts being almost entirely administrative, it is necessary that the above condition should be insisted on, otherwise the dust of office work would be apt to dim the lustre of field-service polish. In carrying out manœuvre-trips in districts, officers of all arms would be associated, either to fill staff employments, or to command tactical units ; but as the work would be primarily for the practice of staff duties in war, the trip should be organised from this point of view, and deal chiefly with the movements and operations of large bodies of troops, as a rule of not less strength than a division. The senior staff officer would conduct the manœuvres, and ex-staff officers serving in the district would be called up, some to take the place at head-quarters of the absent officers, others to assist in the manœuvres.

Field
training of
ex-staff

By these means, not only would the field training of the staff officers of the district be assured, but the

training of the ex-staff officers in it be also kept up, and some officers of the different arms receive very valuable instruction in their field duties. The cost of these trips need not be great, as mounted officers alone would be employed; transport expenses would be small—a small army service cart should be used to carry the baggage, and officers, if detached for a night, should carry the needful articles in saddle-bags; servants would always keep with the cart. The small cavalry escort required to furnish orderlies to carry messages from the director of the manœuvre and the commanders on either side could easily be billeted at night in the villages stopped at.¹

officers to be kept up by means of manœuvre-trips.

(c) Staff officers employed as garrison instructors, or at the Royal Military College, Sandhurst, require to practise each year what they are theoretically teaching, in order to avoid the fatal fault of sinking into mere pedagogues. Contact with troops is required to sharpen their knowledge of soldiers, and to give point and vigour to what their learners would probably otherwise call mere book knowledge—one example culled from a manœuvre, or seen on active service, would often serve to illustrate a lesson in a very different manner to one taken from the record of an old war.

Educationally employed officers to take part in manœuvres every year.

Teaching and practical work must go hand in hand together. What would be thought of the

Teaching and practical work

¹ Details showing how these staff manœuvre-trips are carried out in the different European armies will be found in the *Revue Militaire de l'Etranger*, and especially in vol. ix. p. 153.

to go hand
in hand
together.

lessons of a surgeon in surgery who did not daily practise what he taught? This applies equally to all military teaching, and the record of the great teachers of war prove that they themselves had acquired their knowledge of it by the practical exercise of their profession in its most extended form, and not from the closet studies of books. Therefore officers educationally employed should be detailed every year to take part in manœuvres, either on the staff, or with their regiments, or attached to another for duty; not a single year should pass without their receiving this opportunity of being brought actively in contact with troops.

Officers at
the Intelligence
Department.

(d) The officers at the Intelligence Department dealing daily with all that concerns the needs of soldiers in war, keep up and increase all the theoretical knowledge they have previously acquired, but they do not receive that practical training which, as before said, is all necessary for field efficiency; therefore, like their comrades at army head-quarters, they should never be allowed to remain two years without being detached for at least two months to do duty with troops, on the staff, or with a regiment. A great deal of the friction which exists in peace and war is due to the constant and continuous subtraction of officers from all contact with troops, which leads on the one hand in some minds to a scarcely concealed contempt for all things that are called regimental, and on the other to the belief that occupants of important posts know nothing about the wishes of

To do
duty with
troops for
two
months
every
other year.

regimental officers, or how to give effect to their legitimate desires for the improvement of their branch of the service.

Still continuing this branching off from the immediate subject under discussion, we are brought face to face with an even more serious question—viz. the almost continuous detachment of officers of all arms from their corps for service on the staff. This is an unmitigated evil, and nothing can be said in its favour: for, looked at closely, it is based on a selfish desire to remain on the staff for the sake of either its material or supposed mental advantages—or, as is often said, to avoid the drudgery and dull monotony of regimental life. This is unsoldierlike, and savours of a liking for the loaves and fishes, and not for a life so self-reliant that, in no matter what situation it finds itself, it turns round and tries to do good and to raise the level of the environment in which it is moving. Can it be doubted but that the highly trained practical staff officer is of all others the best fitted to train and teach their field duties to the men and officers under his command; and that in reverting to regimental life he has the opportunity of proving his fitness for it in an equally high degree as he may have shown his intellectual ability by gaining admission to the staff? By ex-staff officers throwing themselves zealously into regimental life, and never allowing a word or a sign to show that they consider it in any way beneath them, but that it is only a different field for their talents and energy, much of the separation

The evil of the continued detachment of officers from their corps for service on the staff.

in ideas which now exists between staff and regimental officers would be removed, and, in knowing each other better, the service at large would gain in efficiency, and nowhere more than in the field training of its officers and men.

Ex- and
recruit
staff
officers

To be em-
ployed at
manœuvre-
trips.

To write
each year
on some
military
problem.

(e) Officers who have been on the staff, or who are waiting for first appointments to it, should not be allowed to rust with regard to the special field duties which may be required of them in war. One way of avoiding this has been pointed out—namely, their employment at manœuvre-trips; but, besides this, it seems desirable that they should every year be given by the head of the staff of the army, the Adjutant-General, some military problem to be dealt with *au fond*, and in thus writing out their views they would fix and increase the knowledge gained by them in study. These problems might relate to the occupation or defence of some portion of the district within easy reach of their station by rail; or to some tactical or strategical question arising from the written history of some recent war. These reports or essays should be sent to the Intelligence Department to be examined. Those reported favourably on should be brought to the notice of the Commander-in-Chief, and a note made against the writer's name. The critique on the work sent in should be sent direct and confidentially to the officer for his information and self-guidance. Any slight outlay caused by visiting the ground reported on should be recouped to the officer if his report showed that pains had been taken with it.

With regard to manœuvres in relation to staff officers, one point should be insisted on—viz.—that all staff appointments should be held by them, either by those who have qualified in the field or those who have passed through the Staff College. Much useful field instruction is lost to staff officers by the appointment of officers who have not taken the trouble to duly qualify for the staff. The way is open to all, and the route laid down by authority should be travelled by all who aspire to the honour of a staff appointment. Considering the value of the experience gained at manœuvres, is it not desirable that a rule should be made that all aides-de-camp appointed to the staff of a general officer, except the one required for personal duties, should be taken from either staff recruits, staff officers, or ex-staff officers?

All staff appointments at manœuvres to be filled by qualified staff officers.

To sum up, two principles stand out clearly : one, that each year every staff officer should do some practical personal field work—with troops, if possible, but, failing that, at manœuvre-trips, where, by skilfully conceived plans, real training for war can be obtained ; the other, that no officer should be allowed to be on the staff more than five years, for continued absence from the command of men is fatal to real field efficiency, as their wants, requirements, and habits must be known at first-hand by the officer who aspires either to be their leader in the field, or to direct their movements in war.

Summary of the field training of staff officers.

XXVIII.

MANŒUVRES.

Manœuvres required to give the final polish for war.

FEW words are now necessary to enforce the principle that in manœuvres and manœuvre-trips officers and men receive their final polish for war. In autumn manœuvres must be sought the coping-stone of the edifice so carefully built up by progressive regimental and departmental field training.

Small manœuvres practicable in many parts of United Kingdom.

The general character of these manœuvres remains to be indicated. Too much centralisation has been allowed to creep in ; it has too readily been assumed that only at Aldershot and the Curragh and in their vicinity, or at specially selected sites, such as the Salisbury Plains or Cannock Chase, can manœuvres take place. This is perfectly true with regard to large manœuvres, involving the movements of army corps ; but smaller manœuvres, involving only the action, say, of a brigade of infantry, a cavalry regiment, and a battery of artillery on either side, can be carried out in many other places both in England and Ireland. It is in these smaller manœuvres, taking place simultaneously in different districts, that the full value of manœuvres will be brought to bear on the field training of all our troops in the United Kingdom. It must be considered the normal thing for every corps to go through manœuvres every year,

and the abnormal thing for any corps to miss an attendance thereat.

Manœuvres can be divided into two classes—the stationary, and the moving: the former consisting of a series of operations conducted round a fixed base, each side drawing its supplies from a common centre. It need not be said that this represents a most faulty picture of war, and should never be allowed to take place in large manœuvres, otherwise such a spirit of falseness pervades the whole operations that they are robbed of their instructional value, and many serious military problems are brought into ridicule and contempt from the unnatural conditions imported into them.

Stationary
manœu-
vres.

Still, for the smaller manœuvres such a plan is allowable, on financial reasons, as they can be conducted in a more sensible manner and more akin to war by means of operations carried out at a sufficient distance from the common base.

Moving manœuvres, as their name implies, are continuous in their action, and move over the area of operations. Here, then, all ranks and all arms and departments find their true teaching for war, if, as should be the case, all throw themselves zealously into the work assigned them in their several spheres of action, each individual remembering that though the effort demanded of him be but trivial with regard to the whole operation, yet it *has* its influence, and that, in endeavouring to make it a source of instruction to those under him, he is fulfilling the object for

Moving
manœu-
vres.

Result of,
and cri-
tique on,
a manoeu-
vre to be
made
known.

which all manoeuvres are carried out. The idea which often arises that manoeuvres are a farce, and that the subordinate actors in them are merely so many chessmen, moved hither and thither by some superior authority, and taking as little real part in the operations as do the chessmen in a game of chess, is often due to an insufficient amount of information being disseminated amongst all ranks so as to render *all* intelligent participators in the operations. Moreover, the result of the operation requires to be made widely known, and the critique on it to be spread about ; otherwise the known faulty unwarlike movements seen to have been made, rest on the memory as not having been taken notice of, and therefore a spirit of *cui bono* arises from the thought that patent absurdities are allowed to pass unchecked.

It is sad to see that, though all military authorities are agreed that manoeuvres are necessary to perfect the training of the army for war, yet it is only after long pauses that they take place, with the consequence that corps at home attend but few of them. It is the question of money that creeps in and paralyses the hands of our chiefs. Would that the country could be made to realise the sad fact that from the want of frequent manoeuvres it has often sent forth many of its soldiers to battle with but a very rudimentary knowledge of their field duties : for, supposing that this fact has been realised, and yet no steps taken to meet the want complained of, then but one conclusion can be drawn—viz. that the

country views the probable increased loss of life on service due to the absence of manœuvres as fully compensated by the saving of money effected by their not taking place.

A false economy prevents manœuvres.

As a corollary to the necessity of manœuvres for the proper field training of troops comes the question, Are the men in the reserve to remain entirely without a chance of keeping up their field training so laboriously acquired during their service with the colours? At first sight the answer seems easy: they should be called up at least every other year for a fortnight's continuous field manœuvres. Theoretically, this is the case; but practically, the Englishman is such a quick, handy, self-reliant man, that given he has during his army service received the field training advocated, a well-founded belief may arise that he will, on being recalled to his corps, easily and readily pick it all up again—for it is only the corps belonging to the second and third army corps who would receive reservists into their ranks in any great numbers, and it is possible that time may admit, pending concentration or embarkation, of a few repetitions of the old lessons being given before the corps is sent to the front. At any rate, the question is so intimately connected with the recruiting of the army and its vital organisation, that to deal further with it would be to exceed the limits of the subject under discussion.

The field training of reservists.

XXIX.

SUGGESTIONS FOR CARRYING OUT THE REQUIRED
FIELD TRAINING.

Scheme
must be
endowed
with
vitality by
authority.

HAVING sketched out the requirements of our army in the matter of field training, it is necessary to endow the scheme with vitality ; its passive presentation is useless, it requires authoritative legislation. Here then is the difficulty, assuming, as I believe to be the case, that all good officers of all ranks desire to raise the level of their own field training and that of their men, yet feel themselves powerless to effect the result they desire : first, on account of the subtraction of their men from their proper military duties, and secondly, because the field-training efficiency of a corps is never gauged by the authorities, nor are there any regulations which indicate what is required of a corps in this respect. Therefore, before any practical result can be derived from all the desires, wishes, and aspirations of the best officers in our army, it is necessary that the authorities who govern it should distinctly lay down a standard to be reached, and the method of reaching it. Here at once a point arises which must be settled—viz. the hours during which the field instruction is to be carried out.

A standard
required.

The morn-
ing to be
allotted

Looking at the life of an officer in our army, there is no doubt but that the morning is the time in which

work with the men should be done, and the afternoon the time for administrative duties, relaxation, and personal self-improvement. To carry out this plan it must be laid down by authority that drill, musketry, field training, and courts-martial are alone to take place in the morning, and that all other duties are to be carried out in the afternoon. If the afternoon is thus to be made comparatively free, work must begin betimes in the morning, and in the infantry the morning parade should never take place later than 10 A.M. for field training.

Before breakfast subalterns and non-commissioned officers should instruct squads in either drill or field duties. After morning parade, say at 11.30 A.M., instructional work should be commenced by officers commanding companies. Twice in each week during the summer months companies should be handed over to their commanders for field-service instruction, the parade to fall in at 9 A.M. : this would allow of four hours being devoted to those exercises which will probably have to take place at some little distance from the barracks.

Good officers would soon train good assistants in their subalterns and non-commissioned officers to help them, and thus be able occasionally to get the few days' leave which is so necessary to brighten them up. Officers could not slave perpetually at instructional work without losing the spring and vitality which makes them ready to go anywhere and to do anything.

The
inspection
of the
result
attained.

In inspecting the result arrived at, the very different kinds of opportunities and means possessed by corps for imparting this field instruction must carefully be taken into account. This knowledge will not and cannot be gained by an annual visit of one day to a station: the inspecting officer must make himself personally acquainted, first with the facilities offered by the adjacent country, and secondly with the demand made upon the strength of the corps for garrison and regimental duties. A great deal of time, a great deal of thought, and a great deal of regimental experience is required to make inspections either fair or just to those inspected.

XXX.

CONCLUSION.

Conclu-
sion.

AND now the writer's task is done. If it has in any way brought to a focus the many ideas that are floating about in the service, he will be amply repaid; and should it in any way contribute to the obtaining for our army increased facilities for field training, he will have reaped his highest reward. True soldiers love their profession more than themselves, and in publishing their views seek alone to add their mite to the propelling force which ensures the steady onward march of the military machine.

APPENDICES.

A.

THE PRIMARY FIELD TRAINING OF AN INFANTRY SOLDIER.

1. *Marches.*

- a.* The duties of advanced and rear guards.
- b.* „ „ patrols.
- c.* „ „ flanking and examining parties.
- d.* What to observe, how to observe it, and how to report on it.
- e.* The passage of obstacles.
- f.* Sanitation.
- g.* Training and detraining.

2. *Accommodation of the Soldier.*

- a.* In camp, and his duties therein.
- b.* „ cantonments „ „
- c.* „ bivouacs „ „

3. *Outposts by Day and Night.*

- a.* The double sentry.
- b.* „ detached party.
- c.* „ examining party.
- d.* Patrols.
- e.* The piquet.

4. *The Attack and Defence.*
 - a. Of a house.
 - b. „ village.
 - c. Of obstacles.
5. *Field Engineering.*
 - a. Construction of shelter trenches.
 - b. „ „ rifle pits.
 - c. „ „ cooking trenches and latrines.
 - d. „ „ obstacles.

B.

THE FURTHER FIELD TRAINING OF AN INFANTRY SOLDIER.

1. *The Attack and Defence.*
 - a. Of a position.
 - b. „ wood.
 - c. „ stream.
 - d. „ outpost line.
2. *Marches.*
 - a. Against an enemy.
 - b. Pursuit of an enemy.
 - c. Retreat from an enemy.
 - d. At night.
3. *Field Engineering.*
 - a. Construction and utilisation of obstacles.
 - b. „ „ of a simple open field work.
4. *Special Instruction.*
 - a. In field-firing.
 - b. „ signalling.
 - c. „ personal sanitation.
 - d. „ care of sick and wounded.
 - e. „ transport duties.

C.

G Company, 1st Battalion, the Cornish Regiment, Register of Attendances at Primary Field Training Exercises, April 1882.

Name	Rank	Days of the Month					Summary of individual attendances in hours										Total field training in hours	Remarks
		1	2	3	4	5	Names of instructors		A.	*M.	O.	A. D.	Obs.	S. T.	S.	T.		
Law, John	Pte.	Capt. B. *M. 1½ hrs. Lt. W. A. ¼ hr.	Guard	Lt. W. M. 1 hr. Coal fatigue	Capt. B. M. 1½ hrs. Lt. W. S. T. ¼ hr.	Capt. B. M. 1½ hrs. Lt. W. A. ¼ hr.	Capt. B. Lt. W. Dr. S.	Total	1	5½	—	—	—	—	—	—	5 2 —	
		Lt. W. O. 1½ hrs. Dr. S. S. ½ hr.	Capt. B. M. 1½ hrs. Lt. W. Obs. ½ hr.	Lt. W. M. 1 hr. Coal fatigue	Escort	Lt. W. O. 1½ hrs. Dr. S. S. ½ hr.	Capt. B. Lt. W. Dr. S.	Total	1½	1	3	—	¼	—	—	—	1½ 4½ 1	
Thomas, Henry	Lance-Corpl.																	
Stack, George	Pte.	R. Police	R. Police	R. Police	R. Police	R. Police	—	—	—	—	—	—	—	—	—	—	—	Received 6 months' F. training; has been employed 4 months.

* M. Marches.

A. Accommodation.

O. Outposts.

A. D. The Attack or Defence of Localities.

Obs. Obstacles.

S. T. Shelter Trenches, Rifle Pits, &c.

S. Sanitation.

T. Training and Detraining.

(For details see body of Book and Appendix A.)

D.

COURSE OF INSTRUCTION AT NON-COMMISSIONED
OFFICERS' TRAINING SCHOOL.

1. *Marches by Day and Night.*
 - a. Security of.
 - b. Discipline during.
 - c. Duties at end of.
2. *Accommodation in Camps, Cantonments, and Bivouacs, and Duties therein.*
3. *Outpost Duties by Day and Night.*
4. *Convoy* " " "
5. *Patrol* " " "
6. *Reconnaissance.*
 - a. Of ground.
 - b. Of the enemy.
7. *Combats.*
 - a. Offensive and defensive tactics therein.
 - b. For a position, a wood, a stream, &c. &c.
 - c. Of advanced and rear guards.
8. *Musketry—*
Field-firing, individual and mass.
9. *Field Engineering—*
 - a. Construction of simple defences.
 - b. The use of obstacles.
10. *Sanitation, and care of Sick and Wounded.*
11. *Military History* (short narrative description of one campaign).
12. *Military Administration* (a sketch showing the interaction of the different Arms and Departments).
13. *Transport Duties* (special class).

E.

A LIST OF EMPLOYMENTS SHOWING HOW NON-COMMISSIONED OFFICERS AND MEN ARE SUBTRACTED FROM THEIR MILITARY DUTIES IN AN INFANTRY BATTALION.

Garrison	N.C.O.	Private	Regimental	N.C.O.	Private
<i>* Servants and Batmen to Staff Officers . . . }</i>		I	<i>Tailors</i>	I	10
<i>Orderlies</i>		I	<i>Shoemakers</i>	I	4
<i>Police</i>		I	<i>Artificers (Pioneers included) }</i>	2	10
<i>Boatmen, Gardeners, &c.</i>		I	<i>Cooks</i>	I	9
<i>Gymnasium</i>		I	<i>Sergeants' and Officers' Messes }</i>	2	6
<i>Temporary Clerk . . .</i>	I		<i>Orderlies</i>		3
<i>Telegraphists</i>			<i>Police</i>	I	4
<i>Garrison Provost Prison .</i>			<i>Attending Sick</i>		I
<i>Librarian</i>			<i>Canteen</i>		2
<i>Garrison Canteen . . .</i>			<i>Washhouse</i>		I
<i>Fire Brigade</i>		I	<i>Recreation Room . . .</i>		I
<i>Royal Engineers—Permanent }</i>		I	<i>Storeman and Butcher .</i>		2
<i>Commissariat—Permanent</i>		I	<i>Fire Engine</i>		I
<i>Army Medical Department—Permanent . }</i>		I	<i>Letter Carrier</i>	I	
<i>Ordnance Department . .</i>			<i>Temporary Clerks . . .</i>	I	3
<i>On Command</i>		I	<i>Armourers' Shop</i>		I
			<i>School Assistants . . .</i>	I	2
			<i>Servants and Batmen . .</i>		30
Total	I	10	Total	11	90
			Garrison Employ	I	10
			Grand total	12	100

* Employments printed in italics could be filled by Reservists.

F.

THE FIELD TRAINING OF A CAVALRY SOLDIER.

The Primary.

1. *Reconnaissance.* (What to observe, how to observe it, and how to report on it.)
2. *Reconnoitring.*
 - a. Patrols.
 - b. Officer's detached party.
3. *Marches.*
 - a. The duties of advanced and rear guards.
 - b. „ „ flanking parties.
4. *Outposts.* (Duties by day.)
5. *Accommodation in Camps, Cantonments, Bivouacs.*

The Further.

1. *Combats.*
 - a. Advanced and rear guards.
 - b. Outposts.
 - c. Patrols.
2. *Night Operations.*
3. *Raids.*
4. *The Attack and Defence of Localities by Dismounted Men.*
5. *The Passage of Obstacles.*
6. *The Destruction of Railways, Roads, Bridges, &c.*
7. *Foraging and Requisitioning Duties.*
8. *Convoy Duties.*
9. *Training and Detraining.*
10. *Sanitation.*
11. *Signalling.*

G.

LIST OF WORKS CONSULTED.

Journals of the Royal United Service Institution.

'Revue militaire de l'étranger,' publiée par l'état-major général (deuxième bureau), Paris, volumes i. to xxi.

'Regulations for the Training of Troops for Service in the Field, and for the Conduct of Peace Manœuvres,' translated from the German by Lieut. E. Baring, Royal Artillery, 1871.

'Instruction pratique sur le service de l'infanterie en campagne,' Ministère de la guerre, 1877.

'Instruction pratique sur le service de la cavalerie en campagne,' Ministère de la guerre, 1877.

'Infanterie—Instruction pratique des cadres,' Ministère de la guerre, 1877.

'Infanterie—Instruction sur les manœuvres de brigade avec cadres,' Ministère de la guerre, 1877.

'Cavalerie—Instruction provisoire sur les manœuvres de brigade avec cadres,' Ministère de la guerre, 1877.

Von Dossow, 'Instruction pour le fantassin allemand,' refondue par Paul von Schmidt, chef de bataillon au corps des cadets ; traduite par F. V. Bernard, ancien capitaine au 52^e régiment, 1881.

'Cavalry Field Duty,' by Major-General von Mirus, translated from the German by Captain Frank S. Russell, 14th King's Hussars, 1872.

'Du service en campagne—Méthode d'instruction pratique pour les soldats et officiers d'infanterie,' par Général

Comte de Waldersée ; traduite par M. Dargnières, ingénieur, et résumée par F. Louis, colonel du 69^e de ligne, 1874.

'Rapport sur l'armée allemande,' adressé à S.A.I. le Grand-Duc Nicolas, par le Colonel Baron Kaulbars de l'état-major russe ; traduit par G. le Marchand, capitaine d'artillerie, 1880.

'Extracts from an Infantry Captain's Journal'

'Trial of a Method for effectively training a Company in Skirmishing and Outpost Duty, in a Limited Time and under Unfavourable Circumstances,' by R. von Arnim, commanding a battalion of the Hohenzollern Fusilier Regiment, 40 ; translated by Major C. J. East, 41st Regiment, and Deputy-Assistant-Quarter-Master-General, 1877.

'Devoirs du chef de bataillon en temps de guerre et en temps de paix,' par D'Arnim, major et chef de bataillon au régiment 40 ; traduit par le Commandant Ruffin du 114^e régiment de ligne, 1876.

'Studies in Troop-leading,' by Colonel (now Major-General) J. von Verdy du Vernois, Chief of the Staff of the 1st German Army Corps. Parts I., II., III., and IV. translated by Captain H. J. T. Hildyard, 71st Highland Light Infantry, 1872-78.

'Etudes sur l'art de conduire les troupes,' par Verdy du Vernois, colonel chef d'état-major du 1^{er} corps d'armée. Parts I., II., and III., 'La division de cavalerie, faisant partie d'une armée' ; traduit de l'allemand, par A. Masson, capitaine d'état-major, 1874-1876.

'The Duties of the General Staff,' by Major-General Bronsart von Schellendorf, Chief of the General Staff of the 'Guard' Corps ; translated from the German by Captain W. A. H. Hare, R.E., 1877-80.

'Traité de tactique appliquée,' élaboré d'après le programme prescrit pour les écoles royales de guerre alle-

mandes, par F. A. Paris, général-major au service de Prusse, 5^e édition, revue et mise en rapport avec les principes inaugurés pendant la campagne de 1870-71. Traduit de l'allemand par H. C. Fix, major de l'infanterie belge, et F. Timmerhans, capitaine de l'infanterie belge, 1875.

